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ABSTRACT

Described as part of a doctoral practicum are a summer staff development program, inservice activities, and the resource/consultation teacher approach to enable the mainstreaming of educable mentally handicapped, emotionally/socially maladjusted, and learning disabled children. After an introduction, research is reviewed on special education placement, alternative programs, individualization of instruction, training regular teachers to teach handicapped children, and training noncategorical special education teachers. Aspects of executing the practicum such as assessing needs, planning the workshops, and training the teachers are discussed. It is reported that responses of participating teachers and parents of children in the program are reported to have been highly positive and that most of the practicum objectives were met. Reasons for the practicum's success are given as including staff development, the diversity of supplementary learning materials made available, and intra-staff communication. Among recommendations are that additional research is needed on teacher inservice training as related to mainstreaming and individualized instructional and teaching style. Appendixes include a needs assessment checklist, a procedural timetable, and a list of characteristics of teachers in the practicum. (DB)

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# OPERATION MAINSTREAM

## (TRAINING TEACHERS TO TEACH HANDICAPPED STUDENTS)

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by

Petra Harris

A Practicum

Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Nova University

# OPERATION MAINSTREAM (TRAINING TEACHERS TO TEACH HANDICAPPED STUDENTS)

Described is a series of actions directed toward implementing Special School Skills--a Chicago public schools model for cross-categorical mainstreaming of educable mentally handicapped, emotionally/socially maladjusted, and learning disabled students. Regular classroom teachers and special education teachers participated in a summer staff development program. Implementation of the program effected a role change for the special education teachers further supported through inservice activities the first four months of the school term. Prior to this practicum, the school system's state approved programs for mentally handicapped and maladjusted students were self-contained.

The application of a resource/consultation teacher approach supplementing the Continuous Progress/Mastery Learning Program of the Chicago public schools, enabled mildly or moderately handicapped students to adapt to and remain in regular classrooms. The program was dedicated to students in diverse organizational patterns. Accommodations to the needs of the handicapped students were achieved without referring them out of the learning communities in which they would ordinarily participate. A serindipital result

was to increase the numbers of mildly handicapped students served appropriately within the state's legislative mandate--without an increase in the numbers of special education teachers.

ACKNOWLEDGMENTS

The practicum practitioner gratefully acknowledges the assistance of all who participated in this practicum: the students, teachers, administrators, consultants and parents.

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"A FUNDAMENTAL GOAL OF THE PEOPLE OF THE STATE IS THE EDUCATIONAL DEVELOPMENT OF ALL PERSONS TO THE LIMITS OF THEIR CAPACITIES." (Illinois Constitution)

# CHAPTER I

## INTRODUCTION

Litigation, legislation, and pressures from the public sector, regarding the education of handicapped children have fostered changes in public education. In many instances, the classroom today can be likened to the melting pot--the caldron teeming with a heterogeniety of students; the ingredients varying markedly in terms of ability, behavior, and learning style. Today's classroom teacher must be prepared to cope with students who are retarded, emotionally or socially maladjusted, or who have other problems never before encountered with such frequency. The McLure (1975) study reports an annual increase in a corresponding expansion of the numbers of classrooms for handicapped students. Many educators feel that separate "special" classes are not the answer. Classroom teachers express the need for a broader range of supportive services to provide help for students with learning and behavior problems. Special education teachers express concern that the labeling of students enrolled in special classes often bears a stigma that thwarts motivation and ultimately inhibits the full realization of individual potential.

Two issues of major concern appear to emerge in the field of special education that are significant for the purposes of this practicum. The first is a reorientation toward teaching handicapped students based on learning characteristics and instructional solutions. The second is a need to define differentiated roles and relationships between special and regular education by providing educational programs that permit handicapped students to remain as close to the mainstream of life as possible, or to be educated in the least restrictive environment.

Special education for handicapped children ages three to twenty-one is mandated in the State of Illinois. The Illinois Office of Education's guidelines (Rules and Regulations to Govern the Administration of Special Education) require that identified children receive an education with their peers in the least restrictive alternative arrangement. This is interpreted to mean that as much as possible, handicapped students should be a part of the regular school program--the regular classroom as opposed to isolation in the "special" division. It does not mean that each local school is to take care of the diverse needs of every handicapped child resident within its boundaries in a regular class program. Trainable mentally handicapped and emotionally disturbed students will continue to require special class placements.

The legal implications regarding parental and student rights, due process, labeling of handicapped children, and the unconstitutionality of intelligence tests, erode the practice of placing handicapped students in isolated classes. In addition, questions about the efficacy of special class placements, fiscal problems facing most school systems, union grievances in large school systems, and anticipated teacher and building surpluses with declining enrollments, spur modifications in organizing a school. Teachers must become concerned with functional insufficiency rather than with labels or categories. The challenge is for teachers to learn new instructional roles and evaluation procedures in order to accompany the changes that are occuring in today's schools.

A program of Continuous Progress/Mastery Learning (Board of Education, 1973) was mandated by the Board of Education of the City of Chicago, to begin September, 1974. The structure of this program makes it possible to conceptualize operational education plans in classrooms that will facilitate instruction to all children, thereby providing a framework for the education of productive learners instead of "regular" and/or "special" students. The educational program and the teacher then assume the responsibility for supplying creative instructional experiences. The shift in emphasis is from labels to learners.

It is not economically practical nor circumspect to send teachers back to college periodically, but it is feasible

to bring new information and related services to teachers and to review different skills and techniques with teachers through well planned efforts directed toward staff development. It is feasible to establish organizational constructs for educational change.

## Statement of the Problem

Implementation of a Continuous Progress/Mastery Learning Program, and litigation initiated by parents of Spanish-speaking students (Chicago Daily News, 1974), prompted principals to ask regular teachers to teach handicapped students, and special education teachers to assume different job roles. Neither group appeared adequately prepared for its new responsibilities. The results were poor student adjustment, confusion, and general dissatisfaction.

What can be done to help regular classroom teachers give effective service to handicapped students who are permanent members of the regular classroom? How do we prepare special education teachers for a changing role as more special education learners are assigned to regular classrooms?

## Purpose of the Practicum

The purpose of this practicum was to determine if training teachers to teach mildly handicapped students would enable successful integration of educable mentally handicapped and maladjusted students into regular classrooms with

supportive resource/consultation services provided by a special education teacher.

Following the needs assessment, "crackerbarrel" sessions, interviews with teachers and administrators, and audits of workshops in Continuous Progress/Mastery Learning, and practicum practitioner proposed to provide opportunity for teachers to acquire skills and techniques needed to integrate and retain mildly handicapped students in regular classrooms. The practicum practitioner initiated a summer staff development program that consisted of two workshops:

- one to enable regular teachers to teach mildly handicapped students integrated into their classrooms
- one to enable special education teachers to facilitate role changes from self-contained classroom teachers to resource room/consulting teachers.

This practicum endeavored to determine if teachers transferred knowledge gained from a summer workshop in order to mainstream handicapped students; if the mainstreamed students adapted and attended school regularly, or were disruptive and truant; if parents of students who were mainstreamed were satisfied with the placement.

## Importance of This Practicum

Public Law 94-142, signed into law November 29, 1975, mandates a zero reject policy with regard to the education of handicapped children. It requires that children who have been identified as handicapped should have special and explicit programs planned to meet their specific needs. Further, the concept of least restrictive environment, built into the law, reflects the view that the best education for many handicapped children is accomplished in regular class settings. The Education for All Handicapped Children Act of 1975 states:

> (5) The State has established. . . . (B) procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from a regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. . . .

There are several potential contributions of this practicum for the Chicago public schools and implications for continued educational opportunities for teachers already at work in the schools. First, it could serve as an introduction to the citywide establishment of programs to integrate mildly handicapped students into regular classrooms. Second, it could serve as a guide to economical continuous staff development programs to enable regular teachers to successfully teach handicapped students in their classrooms. Third, it could

serve as a guide to upgrade and broaden the skills of special education teachers. Fourth, it could serve as a guide for district superintendents in establishing state reimbursable alternative services to handicapped students within their respective districts.

## Limitations of This Practicum

This practicum reflects activities in implementing programs in Area C of the Chicago public schools. This practicum is limited to recommendations made after apprixi-mately twelve full weeks of school based on responses, performance and extent of participation of staff, students and parents in Area C.

Area C was officially dissolved at the end of December, 1973, as part of the reorganization of the Chicago public schools. The practicum practitioner was the Area C Director of Pupil Personnel Services and Special Education.

## Definitions of Terms

For purposes of this practicum, certain terms used are defined as follows--

1. Alternative: a specification of functions needed which are exclusive to a profession; which can be served by several disciplines; which can be served by other personnel such as paraprofessionals; and which can be contracted with various community resources.

2. Area C: a term used to designate an administrative geographic area containing slightly over one-third of the schools in the Chicago public school system under the decentralization plan during the period from 1968 to 1975.

3. Mainstreaming, as defined, and adopted April 8, 1976, by the Delegate Assembly of the Council for Exceptional Children:

> . . . .a belief which involvs an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, or other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services.

4. Mildly Handicapped: the pupil eligible for special education services but whose handicapping condition is not of such intensity that his/her needs can be better served in categorical programs for educable mentally handicapped, emotionally/socially maladjusted, behavior disordered, educa-

tionally handicapped, learning disabled. This term does not refer to children who have been called trainable mentally handicapped, multiply handicapped, severely emotionally disturbed, or who are so obviously deviant that they cannot be enrolled in a normal school program.

5. Regular Classroom: a classroom for so-called normal children wherein the entire structure has been modified to provide individualized instruction effectively to all children and to accommodate the special child.
6. Special School Skills: a resource room/consulting teacher program for mildly handicapped pupils eligible for special education services.
7. Special Education Teacher: a teacher having met certification requirements to teach handicapped children in one or more of the following categories--learning disabilities, mentally handicapped, emotionally/socially maladjusted.
8. Staffings: conferences held to improve a student's educational program. Multidisciplinary staffings include everyone involved in the school life of the child--psychologist, nurse, parent, etc.

## Organization of This Paper

This chapter introduces areas of concerns in the study being reported. This report is in five sections. Following this introduction, the second chapter is a review of the literature. The third chapter reports the major activities planned and implemented by the practicum practitioner beginning with the needs assessment, describes the workshops and the full implementation of the program. The fourth chapter discusses the evaluation activities and the results, and the fifth chapter makes recommendations for the future.

During the process of this practicum, the concept of providing for mildly handicapped pupils in regular classrooms was adopted by the Board of Education of the City of Chicago as a Special School Skills Program and submitted for state approval for reimbursement.

For this practicum, specific evaluation tasks were performed to provide indicators of overall effectiveness of the training for teachers who participated in the workshop. Five questions were posed:

1. To what extent were the teachers using the knowledge they had gained in the summer workshop?
2. What was the response of the handicapped students in the activity in terms of adaptability and school attendance?

3. What was the nature of the response of the parents of students in the activity?
4. Was there evidence of professional growth?
5. How effective were the special education teachers in their new roles as rated by their administrators and themselves?

The results of this practicum indicate evidence to support a staff development program to initiate a new role for special education teachers. There was also some evidence that the resource room/consultative approach aided regular classroom teachers with handicapped students who are permanent members of their classrooms. The reader is cautioned, however, not to make any broad generalizations. Integration of handicapped students in regular classes must be adaptive and successful for several years before its efficacy can be determined. Mainstreaming is a social, economic, political, educational, and legal reform. It will succeed only if a system is developed to support it.

## CHAPTER II

## RELATED LITERATURE

This selected review of the literature and the practicum pratitioner's visits to programs in other school systems provided some of the rationale for the activities of this practicum. The literature suggests that widespread exploration of alternatives to special class arrangements and teacher training are being tried in a large number of school systems outside of Chicago. In fact, with the exception of Project IMPACT for maladjusted youth which expired for lack of funding in 1965, the advent of this practicum was the first attempt of the Chicago public schools to design and establish a systematic special education structured program approach for the return to and/or retention of educable mentally handicapped or emotionally/socially maladjusted students in regular classes.

Advances on the local, state and federal levels with the expansion of funds have identified special education needs and highlighted the need for professional personnel. Berliner and Cahen (1972) reviewed the research and revealed an apparent philosophical compatability between researchers in general education and researchers in special education which suggests a high degree of promise related to outcomes

using individualized instructional strategies. Further, Deno (1973) reports that special class placement is not found to be successful for a large segment of the handicapped population. Her authors suggest a variety of alternative models as possible solutions to improving educational opportunities for handicapped students.

In the 1960's there was an extreme shortage of professional personnel. Public Laws 85-926, 87-276, 88-164 (Ballard, 1976) were enacted with large appropriations providing stimulus to the preparation of professional personnel to educate children with a wide range of handicapping conditions. During this period of funding a plethora of training programs, books, monographs, articles, and papers developed which provided varying conceptual and practical views of etiology, diagnosis, assessment and remediation. These varying viewpoints led to considerable debate over labels, definitions, alternative procedures and preparation of personnel.

Special education today is seen as an educational continuum capable of delivering services across an entire range, regardless of severity of handicapping conditions. This chapter will attempt to briefly review important trends related to this practicum in five sections: (1) Research in Special Education Placement; (2) Research in Alternative Models; (3) Research in Individualization of Instruction; (4) Research in Training Regular Teachers to Teach Handi-

capped Children; (5) Research in Training Special Educators to Function in Non-categorical, Supportive Roles.

## Research in Special Education Placement

After two years of research on slow learning pupils and school classification procedures, Milofsky (1974) suggests that special education is not special, because of its lack of success for the majority of its clientele. He suggests three possible solutions: (1) mainstreaming; (2) professional training programs for all kinds of teachers; and (3) abandonment of the traditional special education in favor of a system of organizational trouble shooters, the prime focus being ". . . . help regular teachers identify and plan alternative courses of action when traditional school programs fail."

Rappaport (1975) suggests that the main reason children who have trouble learning have been segregated from the mainstream is to ". . . . protect them from an inhuman educational system." However, after investigating three research projects mainstreaming children with rather severe learning disabilities, he concluded that the educational delivery system can be changed to accommodate the genuine needs and values of its participants. In his investigation, both the learning disabled and the non-learning disabled students showed gains academically, and socially.

Findings of evaluation studies on the subject of the effectiveness of special class placement have been disappointing. Kirk's (1962) review of about twenty studies employing a variety of research designs, instruments and samples, generally concluded that mildly handicapped students have achieved the same or greater academic and social development gains as a result of their placement in integrated regular education classrooms, as opposed to their placement in self-contained special education classrooms. Garrison and Hammil (1971) in studying 800 eleven year old children in self-contained classes for the mentally retarded and children in regular classes in the five county Philadelphia area, came to the conclusion that in many instances the children in special classes were not so different as their isolation would lead one to believe.

Parents of minority group children have become increasingly dissatisfied with the criteria used to determine special class placement and with the level of educational programming their children receive after placement. Certain special education practices and service arrangements designed for handicapped children have been the subject of the litigation. Abeson (1976) reports that many adjudicated cases such as Hobson vs. Hansen, Larry P. vs. Riles, Diana vs. State Board of Education, Arreola vs. Board of Education, have challenged the inequality of education resulting from special class placement for disproportionate numbers of minority

group children. Studies investigating factors associated with special class placement suggest also that a combination of low socioeconomic status and poor classroom behavior continues to contribute to the special class placement of children who would not be considered eligible on the basis of test performance alone.

All children are not helped by mainstreaming, but it does make a significant difference with many. Adamson and Van Etten (1972) report:

> Data were completed on three hundred eight disabled and educable retarded children over three years. . . . seventy percent improved their rate in reading after consultant intervention. . . . The remaining thirty percent did not respond. . . . Results in arithmetic achievement were slightly better. . . . The intervention group improved significantly more than did the control group.

As early as 1962, Reynolds (1962) called for a "hierarchy of special education programs,"--a delivery continuum addressed to the degree of severity of the handicapping conditions, moving handicapped students into more restrictive placement alternatives only as far as necessary. Willenberg (1967) defined the hierarchy concept as "levels of instructional intervention" and Deno (1970) followed with the concept of a "cascade of services." A dimensional modification of the delivery continuum is compliance with the Illinois Office of Education's Rules and Regulations for use by principals and staffs in Area C appears in Appendix D. Basic to the continuum is a placement system

based on the educational needs of the student and inherent therein is a continual reassessment plan and return to a less restrictive environment as soon as feasible. Ballard (1976) reports that the doctrine of Least Restrictive Environment is now a requirement of the United States Office of Education guidelines relating to Title VI Education of the Handicapped Act as required by Public Law 93-380 and the more recent Public Law 94-142.

The literature shows the need for more empirical research on the feasibility of replacing special class programs for all mildly handicapped children as Lilly (1970) suggests. He indicates there is little evidence to refute the concept that special education classes are failing to provide a meaningful education experience for the majority of handicapped children, but then general education seems to be also failing children in this regard.

Love's (1972) reasons supporting mainstreaming or the integration of handicapped children into regular classrooms include: (1) developing relationships with persons in a type of "social" exchange; (2) costs; (3) a greater variety of experiences; (4) access to valued peer models; (5) strengthened self-image. However, the literature does not reveal one best mainstreaming organization for all schools. There is sufficient evidence to indicate that some degree of integration will benefit more than half of the handicapped children and therefore steps should be taken in this direc-

tion. The model that works appears to depend upon the school or the system and its identified needs and desires. Valletutti (1969) states it well in saying that the most important element appears to be the teacher, whose ". . . . numerous talents for helping students, elude the research patterns." This reinforces the assessment of a need for training teachers.

## Research of Alternative Programs

Alternatives to the self-contained classroom for the handicapped child are:

- A resource room teacher who provides direct services to the child up to fifty percent of the school day
- A resource room teacher who only provides those direct services to the child needed to assess, prescribe, evaluate and provide direct services to the teacher
- A consulting teacher who provides direct services to the regular classroom teacher.

These may not be new or innovative, but they do represent a renewed assault on the traditional "categorical" pattern of education. Assessing the efficacy of these ventures is difficult as the approaches and strategies vary. Much of the evidence does not provide the hard data required to

demonstrate which models or training programs are more feasible.

The resource room has become increasingly popular as an auxiliary service for a regular classroom that attempts to include some handicapped children. The appropriateness of the resource room model for handicapped children has been established by such experts in the field as Deno, Dunn, Blatt, Willenberg and Reynolds. A study of the literature reveals that there are many variations of such rooms. Traditionally resource rooms have been used for blind students, and provided services in braille, talking books and readers. An itinerant resource teacher often serves several schools, especially if there is limited enrollment of special students.

In returning handicapped students to regular grades several plans are reported by Berry (1972) as extensions of prior delivery systems. He reports that several models in California and the Madison Plan in Wisconsin are an outgrowth or modification of the engineered classroom concept espoused by Hewett and Taylor. Redl's (1959) life-space interviewing and crisis intervention concept is combined with academic tutoring in the Helping Teacher Program so popular in Michigan.

Educational stategies have been combined in different ways to design innovative resource systems. In Lindsley's (1972) outline of precision teaching, the resource teacher assesses the student's present level of functioning. The

classroom teacher and the resource teacher then agree on a criterion for a successful project. When the goal is reached the contract is terminated. The class teacher has the option to "recontract" if the student has needs in other areas. The training program is at the University of Washington. In a study by Bradfield and others (1972) of the special child in the regular classroom using the precision teaching procedure, results indicate that the handicapped and non-handicapped children in the integrated setting improved as much or more than did their controls in academic skills, social behavior, and attitude change. Although there was no apparent attitudinal change in the teachers, a number of behavior modification procedures learned during the inservice training were evidenced in use in the classrooms.

Prouty and Prillaman (1970) describe the diagnostic/prescriptive teacher program as a help to the classroom teacher in terms of how to teach the child. The diagnostic teacher helps the teacher discover the kind of learning environment the child needs, what motivates the child, his particular academic social strengths and weaknesses, and how to program for them. This is the information given the teacher and the teacher is then helped to put it into practice. Prototypes based on the diagnostic/prescriptive teaching model were reported in several communities: Washington, D.C.; Fairfax, Virginia; Prince George County,

Maryland; Charleston, South Carolina; Dearborn Heights, Michigan.

A regular classroom approach, operational in Vermont is the consulting teacher who assists and trains regular classroom teachers to provide successful learning experiences for children eligible for special educational services. The inservice training is in applied behavior analysis and individualized instruction. McKenzie (1970) reports that to fulfill the teacher training based model of special education, consulting teachers provide three levels of training to classroom teachers in the skills required to deliver special education--consultation, regular workshops and courses that lead to state certification.

The literature is still inconclusive. The importance of the nature of the instructional strategy is still an unknown. Where studies were done, the results indicate that approximately seventy percent of the handicapped students were successfully maintained in the regular classroom. Thirty percent will apparently continue to need special education class placement. In assessing the reintegration of handicapped students into regular classes, Grosenick (1970) concluded that the success of the program was dependent upon the range of flexibility available.

## Research in Individualization of Instruction

Historically the teacher has been considered the all prevailing factor in individualizing instruction. The midwest gained nationwide attention years ago with the individualized program in Winnetka, Illinois. As early as 1928 summer training courses were required of all new teachers appointed to Winnetka schools according to Washburne (1929), because no teacher training program at that time was involved in individualized instruction. Then the stress appeared to fall upon materials and techniques in the learning environment. Edling (1971) is of the opinion that experimentalists manipulated the teaching environment to produce the appropriate results. They relied on the process of defining the individual plan of instruction to produce the teacher behaviors that would effect the achievement of the expected objectives.

The literature substantiated the claim that there is no one way to individualize instruction. Both formats of instruction and the expected behaviors of teachers varied, as did the provisions for training and preparation of teachers to perpetuate the systems. Saettler (1968) found that few of the studies utilized research designs or evaluation techniques. He reports that no one provision appeared to have more promise than any other in terms of a specified objective of changing the behavior of children and/or their

teachers. Some programs, however, reflected a change of emphasis to elicit a changing teacher role commensurate with the particular version of individual instruction.

While there was no single standardized approach to individualized instruction, all approaches had one common core--the emphasis upon the individual child rather than the group. In actual practice they all used self-pacing. Four types were identified in a Special Report of the National School Public Relations Association (1971); individually diagnosed and prescribed instruction; self-directed instruction; personalized instructional programs; independent study programs. The emergence of these innovations provide effective techniques for mainstreaming some handicapped children. The principle of individualization is applied in every area of mainstreaming.

Edling (1971) reports that the use of task analysis as a major element in the individualization of instruction also aids integration of handicapped children into regular programs. The ability to analyze tasks allows the teacher to determine pupil readiness, to teach groups of children with varying skills, and to produce sophisticated alternatives to instructional failure. These skills are needed to teach all children.

The trend appears to be dual. The desired behaviors of the children are stated in behavioral terms and the teacher

competencies are both knowledge and field-based to effect the anticipated changes in students.

Research on teaching reported during the last decade indicates frustrations in attempting to determine the "effects of teaching." According to Gage (1972), ". . . .the two processes (learning and teaching) must be studied together, as a teaching/learning process," therefore a conception of teaching must be tied closely to a conception of learning.

The Santa Monica program, the University of Minnesota-Minneapolis Public Schools projects, and the Rockford, Illinois plan described by Mann (1975) reporting on the Great Cities Conference in Miami, Florida, represents efforts to upgrade the effectiveness of the functions of a total building program in individualizing instruction so that better accommodations to the needs of the handicapped can be achieved without referring the child out of the learning community in which he would ordinarily participate.

Perhaps the most global plan has been that of the Houston Independent School District, based on the assumption that all children deserve a special education. As reported by Meisgeier (1975), this district's efforts to change were facilitated by the Texas Education Agency Region XIX Service Center, EPDA Special Education Funds, and the Houston Project. The U.S. Office of Education provided funds for retraining teachers, principals and others, and the Houston School

District committed itself to the concept of individualized instruction and learning in a concrete, observable way. Precision Learning Centers to provide high intensity support service for the teacher and child were developed in each elementary school. Teachers were cycled for five working days of training through an Educational Renewal Program. New roles were developed for special educators, such as learning facilitator or diagnostic teacher. The Houston Plan provided funds for additional personnel in special education based in the Precision Learning Centers.

Trent and Cohen (1973) report that the more current literature reflects this shift to highly structured systems for both child and teacher. It is within this framework the Board of Education of the City of Chicago adopted Continuous Progress/Mastery Learning as the "program of the present and future. . . .a way to organize a school in a program of education so that every child receives an individualized education and finds in school a vitality and challenge." It is within this framework that regular teachers were trained to teach handicapped children in this practicum.

Oklahoma State University has a three year inservice program of summer sessions for rural teachers through extension courses for retraining that provides financial incentives.

Lock Haven, Pennsylvania, proposes a graduate level program leading to graduate degree and advanced lane placement.

Chicago offers advanced lane placement, however, the offering of university courses is independent of the system.

Woods (1975) reports that New York awards double financial aid per child to school districts that provide individualized programming for children with mental, physical and emotional handicaps. His question whether or not this will stimulate retraining of teachers in mainstreaming procedures without some financial inducement for teachers, remains to be seeen. Training programs in special education have most recently been influenced by the general trend toward performance-based teacher education (PBTE). The evolution of new training programs is characterized by an emphasis on the specification of training objectives in behavioral terms and the establishment of criteria for the assessment of their attainment. Modules designed to furnish trainees with a defined set of objectives for attaining specific knowledge, attitudes and/or skills are being encouraged by Thiagarajan (1970). Relatively few programs have developed the means for assessing and developing interactive skills in the practicum environment, thus the promise of such approaches is questionable. There are a few approaches reported by Thiagarajan and others, in addition to the Computer Assisted Instruction, such as Computer Assisted Teacher Training System (CATTS) and DITRMA, a newly developed computer-aided training device to aid in the development of observation skills. The authors

advise that through expansion of this system, discrimination of relevant teacher-pupil behaviors can be taught. We do not know yet which teaching behaviors are causally related to the growth of handicapped students, so the field must continue to train teachers in the absence of empirical literature.

The necessity of preparing regular classroom teachers to deal effectively with handicapped students increases in importance as trends toward mainstreaming handicapped students develop. Most preservice education programs within universities do not require special education preparation for regular classroom personnel. Therefore the importance of developing effective continuing inservice education models for regular classroom teachers appears crucial if integration of handicapped students is to occur successfully.

## Research in Training Regular Teachers to Teach Handicapped Children

The training of personnel to work with handicapped students in the public schools has been the target of much attention by such professionals as Blatt, Cruickshank, Deno, Lilly, Shores, Cegelka and Nelson. The common denominator found in the literature is a sincere belief in the needs for reeducation and updating of regular educators at all levels in reference to the handicapped. The training needs of regular educators was expressed as one of the three most important issues facing large urban centers at the recent

Miami Great Cities Conference on Special Education according to Mann (1975). Seventeen projects considered to be outstanding were selected for presentation to the state directors, directors of special education from large urban centers, and university department chairmen who attended.

The University of Wisconsin at Milwaukee surveyed five hundred regular education graduates who had received their degrees in 1972. The respondents indicated that their preparation had been deficient in the needs of several types of handicapped children: seventy-six percent felt that they had not been trained to deal with emotionally disturbed; seventy-two and one-half percent specified learning problems; seventy-two percent felt they lacked training in diagnosing learning disabilities; sixty-one and one-half percent perceived themselves deficient in the diagnosis of the mentally retarded. Deno (1973) advocates that teachers who have not been prepared at a preservice level for mainstreaming but who are expected to participate in such programs should be provided with the opportunity to make up the deficiency in inservice education programs.

The results of a study by Bransford and Brooks (1971) to determine if regular classroom teachers were equal to the task of educating mildly handicapped children indicated ". . . .a concentrated effort to acquaint regular classroom teachers with attitudes and behavioral aspects of exceptional children is beneficial."

Haring (1969) designed an orientation program for regular teachers to develop knowledge and understanding about handicapped children. This was reported as partially effective as an approach to mainstreaming handicapped children.

The Educational Professional Development Act was probably the most singular force in training both paraprofessionals and teachers to teach handicapped students. Mopsik and Hession (1975) described state and local educational agencies forming such cooperative programs as the Maryland Design for a Continuum of Special Education Services which provides a training program for teachers and parents in addition to the educational programs for handicapped children; the Kansas Education Modulation Center Plan which demonstrated that a teacher-based training model would work, but not for all children. Approximately seventy percent of the handicapped children involved were able to meet with success reports Adamson (1970). Classroom aides and peer tutors were trained to remain in the regular classroom. This program has also met with some success as reported by O'Donnell (1969).

Several university programs in teacher training developed programs for recycling or renewal of regular teachers in order to initiate alternative educational models. Computer Assisted Renewal Education (CARE) is a mobile laboratory designed at Pennsylvania University providing such

courses as "Introductio to the Education of Exceptional Children" to about one thousand educators in rural Pennsylvania annually. This program is described by Cartwright and Mitzel (1971).

After five years of program development designed to train teachers to become more effective change agents for handicapped children, Mann and McClung (1975) of the University of Miami Technical Assistance Center are recommending an approach that focuses on developmental learning on a continuum.

From Texas University, Yates' (1973) study of a laboratory/experiential approach in preparing forty elementary classroom teachers for mainstreaming, demonstrated sufficient evidence for the model to be explored by other agencies.

Data from Temple University Resource Room Project suggests that when handicapped students were provided services in the resource room, increases in attendance and decreases in deviate behavior occurred. The engineered classroom concept requires specific training for regular teachers and compulsory reassignment of educationally handicapped children to regular classrooms with a built-in periodic assessment plan. Hewett's (1974) results indicate that two-thirds of the students were beint maintained; but perhaps more important, there was a noticeable increase in regular classroom doors swinging in both directions.

## Research in Training Non-categorical Special Education Teachers

Placement decisions for mildly handicapped students must insure adherence to the doctrine of "Least Restrictive Environment." Unless a sufficient case can be made for an alternative educational environment which meets the requirements of due process under the law, the environment which is least restrictive for the majority of mildly handicapped students is the regular classroom program. If the complex array of needs of these handicapped students is to be accommodated within a regular education system, the special educators must be supportive of the regular educators in developing non-categorical programs for individually handicapped students within the context of the regular education programs. In many instances this task performance represents a major role change for special educators. The special class model in which many special educators. The special class model in which many special educators have been trained is not relevant to the problem solving and decision making tasks which are needed to support the regular class teachers and the cross-category of handicapped students they are serving. The inevitable direction is toward a special educator who plays many roles.

In reviewing the literature it is apparent that with a few exceptions, there is a paucity of non-categorical or cross-categorical college training programs for professional

personnel. Programs focusing on useful procedures for training special educators now in the field to function in a non-categorical supportive role to handicapped students within regular programs are almost non-existent.

Lilly (1971) was one of the first to conceptualize an educational model to provide better service for handicapped children in the mainstream of education by placing the special educator in a new role. He urged a zero reject policy in a training based model for special education. In this model the special educator becomes an instructional specialist whose function it is to instruct the regular class teacher in ways to handle the referred problem or other identifiable problems within the classroom. The handicapped child is not removed from the regular classroom for purposes which are diagnostic or remedial in nature, rather the instructional specialist is to change the behavior of the teacher who in turn changes the behavior of the child. This approach has been instituted by Phillip and Carol Cartwright (1973) with the students at Penn State.

Buffmire (1973) preferred to develop special educators as "stratisticians" who could perform numerous tasks in helping teachers to help handicapped children. Stratisticians serve as a go-between for established special education resource room services and the regular class. Training was conducted by staff in the Rocky Mountain Regional Resource Center and consisted of communication and inter-

acting skills, observation techniques, acceptance strategies, screening/diagnosis, planning, behavior modification, evaluation and strategies of dealing with problem behaviors that had been listed most often by teachers.

Another program for training personnel to help regular class teachers was initiated at the University of Oregon by Stan and Wilma Shaw (1972) enrolling special eduators. This program developed the classroom specialist who does not work with the child, but develops "tactics" to help the classroom teacher plan modification in strategy.

Most university training programs continue to reflect the institutions' commitments to specific clinical models. Prouty (1970) reports that George Washington University, Washington, D.C., was one of the first colleges in the country to move all of its special education teacher-training programs from a categorical pattern to a non-categorical or cross-categorical type of preparation. Non-categorical professional training is now provided at both undergraduate and graduate levels. The service delivery model is that of diagnostic/prescriptive teacher. It is a highly specific operational model which has been initiated in several surrounding school districts and at the College of William and Mary.

The clinical teacher at Florida State University is also a cross-categorical type of preparation starting at the undergraduate level. The evaluation research of the Clinical

Teacher Model documented the effectiveness of an alternative, non-categorical teacher preparation program for special education, in training teachers to serve all handicapped children on a resource room basis. As described by Schwartz (1971), this model required five years of funding. The basic philosophy is that common academic and social behaviors or skills can be identified which will enable the mildly handicapped child to succeed in a regular classroom, regardless of the categorical disability. In turn generic competencies for individualizing instruction are required for the teacher to deal successfully with children reflecting a wide range of handicapping conditions. Required competencies for teachers include observation, diagnosis, intervention and evaluation.

The precision teaching method advanced by Haring (1969) is a non-categorical program preparing students at the University of Washington as resource teachers.

Deno and Mirkin (1975) recently discussed a program in training graduate students at the University of Minnesota. Two cross-categorical training programs have evolved in cooperation with Minnesota schools: (1) Special Education Resource Teachers (SERTS), a resource system program where removal of the child from the regular classroom is minimal; (2) a resource room program which provides ongoing basic service options for handicapped students enrolled in regular classrooms.

Possibly so few training institutions have instituted non-categorical models because state certification of teachers has not kept pace. In each instance cited, the models were initially developed with assistance of grants from the United States Office of Education.

If mildly handicapped students are to be successfully absorbed in regular classrooms, training of the special educator to assume a new role is a necessity. Large urban systems such as Chicago with its tenure laws and negotiated agreements must accept responsibility. The provision of good support systems to aid administrators in offering improved and more humanistic education for the handicapped will eventually upgrade educational services for all students.

# CHAPTER III

# EXECUTION OF PRACTICUM

## Survey of Conditions

Implementing the Continuous Progress/Mastery Learning Program in every elementary school in the Chicago public school system was mandated for September, 1974. Efforts were made to inservice principals and teachers to facilitate adoption of this administrative organization intended to increase individualization of instruction in reading and mathematics for every student in the school system.

Early in 1974, the Area C Department of Curriculum and the Area C Department of Pupil Personnel Services and Special Education began to plan together to gradually provide instructional services to mildly handicapped students within the confines of the Continuous Progress/Mastery Learning Program. The Area C Department of Curriculum provided principals with inservice in individualizing instruction; the Department of Pupil Personnel Services and Special Education provided a selected principal from each district with a three-day workshop in mainstreaming handicapped students. The Continuous Progress/Mastery Learning

program was to be implemented by the principals in their respective schools according to their own organizational design. No citywide model for regular or special education was established.

## Needs Assessment

Students with learning disabilities in the school system generally are on the rolls of the regular classroom and receive resource room or itinerant service. Once teachers began to practice individualized instruction, it was anticipated that other handicapped students could be accommodated in the regular classrooms. In March, 1974, the Department of Pupil Personnel Services and Special Education, with funds provided by Maynard Reynold, Director of Leadership Training Institute-Special Education, sponsored a three-day workshop for twenty-seven principals, one from each of the school system's districts. Developed and presented by Mr. Donroy Hafner, Director, Education Service Region XIII, Austin, Texas, the workshop was designed to demonstrate an understanding of the rationale and the alternative instructional arrangements possible in mainstreaming handicapped students into regular classrooms. The principals were to return to their respective districts and report on the workshop with assistance from the special education consultants who also attended the workshop for the three days.

At this workshop, the practicum practitioner submitted an open-ended question to the principals and received twenty-two responses. The comments of the principals were tabulated and ranked. The question asked was "What do you consider to be the five most important needs of regular teachers who are to teach (a) mentally retarded students, and (b) emotionally/socially maladjusted students?"

Nineteen of the twenty-two principals who responded made a pertinent comment relative to the need for providing inservice training in teaching mentally retarded students. Other top priority needs were lower teacher-pupil ratio, additional help from auxiliary staff, services of a teacher aide and separate classes for disruptive students. The lower priority needs included categories of opinions such as inservice training in human relations, extra-curricular activities and increased home-school communication. These data are summarized in Table 1.

Table 1

Administrators' Opinions Concerning the Needs of Regular Teachers to Teach Educable Mentally Handicapped Children (N = 22)

| Rank Order | Representative Statements by Categories | Total Responses |
|---|---|---|
| 1 | Inservice training dealing with EMH children | 19 |
| | . inservice to teach slow learners to read | |
| | . help in teaching math to EMH | |
| | . behavioral characteristics of EMH | |
| | . identification and remediation | |
| | . specific, concrete ideas | |
| 2 | Lower teacher-pupil ratio | 13 |
| 3 | Additional help | 7 |
| | . more psychologists | |
| | . more social workers | |
| | . therapy counseling for parents and children | |
| | . specialists in EMH | |
| | . guidelines | |
| | . bilingual teachers | |
| 4 | Services of teacher aide | 6 |
| | . full-time | |
| | . part-time | |
| | . bilingual teacher aide | |
| 5 | Separate classes for disruptive children | 5 |
| | . geared to their disability | |

Table 1 (Continued)

| Rank Order | Representative Statements by Categories | Total Responses |
|---|---|---|
| 6 | Supplemental instructional materials available | 4 |
| | . variety | |
| | . large quantity | |
| | . current | |
| | . free workbooks | |
| 7 | Human relations inservice training | 3 |
| | . ability to make program responsive to children's needs | |
| | . sensitize to children | |
| | . recognize children's limitations | |
| 8 | Increase home-school communication | 2 |
| | . more parental involvement | |
| | . more cooperation from home | |
| | . improve community awareness of problems | |
| 9 | Specialized reading clinic | 1 |
| | . individualized reading lessons | |
| | . TESL for slow learners | |
| 9 | Extra-curricular activities | 1 |
| | . field trips | |
| | . camping programs | |

In the opinion of the twenty-two principals, the special needs of regular teachers who were to teach emotionally/socially maladjusted students were relative to more professional services from supportive personnel (psychologists, psychiatrists, etc.), inservice training to change behavior and having to deal with problem readers, counseling and crisis intervention. Lower priority was given to services of a teacher aide. One respondent indicated "nothing will help." Table 2 contains a summary of these data.

Table 2

Administrators' Opinions Concerning the Needs of Regular Teachers to Teach Emotionally/Socially Maladjusted Children (N = 22)

| Rank Order | Representative Statements by Categories | Total Responses |
|---|---|---|
| 1 | Provide more professional services | 19 |
| | . psychologists | |
| | . psychiatrists | |
| | . social workers | |
| | . therapy for children and parents | |
| | . emergency testing | |
| | . behavior specialists | |

Table 2 (Continued)

| Rank Order | Representative Statements by Categories | Total Responses |
|---|---|---|
| 2 | Inservice training in changing behavior | 16 |
| | . training in discipline | |
| | . behavior modification techniques | |
| | . specific, concrete ideas, no theory | |
| 3 | Inservice training in reading problems | 13 |
| | . teaching reading to problem learners | |
| | . diagnosing reading problems | |
| | . techniques in reading remediation | |
| 4.5 | Counseling and crisis intervention | 12 |
| | . supportive therapy | |
| | . individual counseling | |
| 4.5 | Supplemental instructional materials | 12 |
| | . more materials and equipment | |
| | . variety | |
| | . more geared to meet needs | |
| 6 | Services of teacher aide | 9 |
| | . full-time | |
| | . part-time | |
| | . bilingual | |
| 7 | The school cannot meet the needs of these children; nothing will help | 1 |

Foremost in the opinion of the principals, the needs that regular teachers have that would enable them to teach handicapped students were inservice training and supportive services. Secondarily, they indicated that teachers have a need to have some type of assistance or intervention relative to students with behavior problems.

The CP/ML explicity left the form or plan of organization and the specific group or level of students up to the local school administrator. In complying with the mandate, schools implementing Continuous Progress/Mastery Learning varied in their approaches: some integrated special education students with regular class students during daily "walking reading" periods; some ignored the special education students; some abandoned all special education classes and used the special education teachers as "master reading teachers." The Chicago Daily News (June 4, 1975) indicated that this was disastrous. The "master reading teacher" position was not state reimbursable, requests to transfer handicapped students to the tuition program because of maladjustment increased, litigation was imminent, union grievances were filed, and teacher transfer requests increased.

A survey of the principals inserviced suggested that they recognized a need for the training of regular teachers to enable them to effectively meet the needs of mildly handicapped students. A needs survey of regular teachers and teachers of educable mentally handicapped students confirmed

a need for inservice particularly in the area of learning disabilities.

The data in this second survey was collected through a checklist developed as a result of a thorough examination of the principals' responses and many conversations with teachers (see Appendix A). Two groups of teachers were asked to indicate, from a list of twenty-five, five to ten needs they considered vital to help them improve instruction to handicapped students.

One group of sixteen teachers were teachers of educable mentally handicapped students attending an inservice. The top five priority items as seen by these sixteen teachers were inservice in individualized instruction; help in diagnosing learning disability problems; additional help from psychologists, social workers, etc.; access to more audio-visual and other equipment; supplementary supplies and instructional materkals; techniques of behavior modification. The low priority needs according to this group of teachers were knowledge and understanding of the characteristics of the handicapped; special arithmetic classes for handicapped students. The complete rank order of the items is in Table 3.

Table 3

Special Education Teachers' Opinions Concerning Their Needs to Improve Instruction to Mentally Retarded Students (N = 16)

| Rank Order | Item | Item Description | Total Responses |
|---|---|---|---|
| 1 | 19 | Help in diagnosing learning disability problems | 11 |
| 1 | 10 | Additional help (psychologists, social workers, etc.) | 11 |
| 3.5 | 7 | Access to more audiovisual and other equipment | 10 |
| 3.5 | 21 | Supplementary supplies and instructional materials | 10 |
| 5 | 13 | Techniques of behavior modification | 8 |
| 7 | 5 | Increased communication and cooperation between special and regular teachers | 7 |
| 7 | 8 | Human relations inservice training for all | 7 |
| 7 | 12 | Services of a teacher aide for at least part of a day | 7 |
| 9.5 | 22 | Special classes for children with behavior problems | 6 |
| 9.5 | 18 | Extra-curricular activities (field trips, camping, etc.) | 6 |
| 11 | 2 | Additional preparation time | 5 |
| 14 | 11 | Inservice training on speech improvement | 4 |
| 14 | 16 | Community and parental awareness of advantages of special education programs | 4 |
| 14 | 3 | Ability to identify and remediate handicapping conditions | 4 |

Table 3 (Continued)

| Order | Item | Item Description | Total Responses |
|---|---|---|---|
| 14 | 25 | Differentiated staffing | 4 |
| 17.5 | 14 | Reading clinics and TESL classes for handicapped | 3 |
| 17.5 | 1 | Inservice training in individualized instruction | 3 |
| 19.5 | 15 | Inservice training dealing with arithmetic skills | 2 |
| 19.5 | 17 | Assistance in helping handicapped children get along well with their peers | 2 |
| 23 | 4 | Lower teacher-pupil ratio | 1 |
| 23 | 23 | Special tutoring during school day for handicapped | 1 |
| 23 | 24 | More interaction between teachers and parents | 1 |
| 23 | 6 | Knowledge and understanding of the characteristics of the handicapped | 1 |
| 23 | 20 | Special arithmetic classes for handicapped students | 1 |
| 25 | 9 | Inservice training dealing with handicapped students | 0 |

The teachers in the second group surveyed were attending math and reading classes related to the continuous progress program. A total of fifty regular teachers indicated that high ranking priority needs were inservice training dealing with teaching handicapped students; lower teacher-pupil ratio; supplementary supplies and instructional

materials; help in diagnosing learning disability problems in students; services of a teacher aide at least part of each day. The low priority needs according to this group included community and parental awareness of the advantages of special education programs; special arithmetic classes for handicapped students; differentiated staffing. The complete rank order according to this group of teachers is listed in Table 4.

Table 4

Elementary Teachers' Opinions Concerning Their Needs to Improve Instruction to Handicapped Students (N= 50)

| Rank Order | Item | Item Description | Total Responses |
|---|---|---|---|
| 1 | 9 | Inservice training dealing with teaching handicapped students | 33 |
| 2 | 4 | Lower teacher-pupil ratio | 31 |
| 3 | 21 | Supplementary supplies and instructional materials | 30 |
| 4 | 19 | Help in diagnosing learning disability problems in students | 26 |
| 5 | 12 | Services of a teacher aide at least part of each day | 24 |
| 6.5 | 17 | Assistance in helping handicapped students get along with their peers | 22 |
| 6.5 | 10 | Additional help (psychologists, social workers, etc.) | 22 |
| 8 | 22 | Special classes for students with behavior problems | 21 |

Table 4 (Continued)

| Rank Order | Item | Item Description | Total Responses |
|---|---|---|---|
| 9.5 | 14 | Reading clinics and TESL classes for handicapped students | 20 |
| 9.5 | 23 | Special tutoring during the school day for handicapped students | 20 |
| 11 | 24 | More interaction between teachers and parents | 18 |
| 12 | 6 | Knowledge and understanding of the characteristics of the handicapped | 15 |
| 13 | 8 | Human relations inservice training for all school personnel | 14 |
| 14.5 | 2 | Additional preparation time | 13 |
| 14.5 | 3 | Ability to identify and remediate handicapping conditions | 13 |
| 16 | 11 | Inservice training in speech improvement | 12 |
| 17.5 | 5 | Increased communication and cooperation between special and regular education teachers | 9 |
| 17.5 | 13 | Techniques of behavior modification | 9 |
| 19.5 | 15 | Inservice training dealing with arithmetic skills | 7 |
| 21.5 | 1 | Inservice training in individualized instruction | 5 |
| 21.5 | 18 | Extra-curricular activities (field trips, etc.) | 5 |
| 24.5 | 7 | Access to more audiovisual and other equipment | 4 |
| 24.5 | 16 | Community and parental awareness of advantages of special education programs | 4 |

Table 4 (Continued)

| Rank Order | Item | Item Description | Total Responses |
|---|---|---|---|
| 24.5 | 20 | Special arithmetic classes for handicapped students | 4 |
| 25 | 25 | Differentiated staffing (team teaching) | 3 |

In the spaces provided in the checklist, both groups of teachers listed free workbooks as a need not listed.

Both special education teachers and regular classroom teachers listed help in diagnosing learning disability problems in students and supplementary supplies and instructional materials within the five top priority needs. Problems related to behavior also held high priority in both groups. As a low priority need both groups checked special arithmetic classes for handicapped students.

Based on these findings, inservice activities should be planned to assist teachers in coping with learning disabilities in students and in obtaining additional or appropriate supplies and materials. There was also some indications of a need for intervention in working with students presenting behavior problems.

## Interim Solutions

The Curriculum Department planned to utilize an unused building and open an Area Resource and Staff Develop-

ment Center to facilitate individualization of instruction. The practicum practitioner requested and obtained a room in this building with the intent of providing special education specialists to work with the members of the curriculum department on site. The special education specialists were to have been part of the inservice activities planned by the curriculum department. There were insufficient special education consultants to service both regular teachers and special education teachers in terms of the needs of the handicapped students.

Regretably there were staff cuts and delays in opening the Resource Center. When the Resource Center did open, the small staff and pressing needs for materials to supplement Continuous Progress/Mastery Learning negated this plan.

Contacts were made with local universities and colleges in an effort to establish some workshops at the center only to find it was too late in the year for program approval.

The practicum practitioner encouraged the members of the Area C Pupil Personnel and Special Education staff to hold "crackerbarrel" sessions at the Area Resource and Staff Development Center. Many more teachers were requesting help than staff could reach, so after-school sessions were held every Wednesday beginning in April, 1975.

A flyer was mailed to surrounding schools inviting teachers to bring their problems to the resource center. The practicum practitioner, special education consultants, consultants in guidance, psychologists and social workers were available to help teachers solve problems. In addition, staff demonstrated various techniques using the resources of the center.

The after-school sessions yielded information which suggested that the regular teachers needed someone to function as a problem solver, decision-maker and evaluator for handicapped students in the regular classes. They might diagnose and collect data, but they needed help in sorting out the data, in devising alternatives, and in behavior management of handicapped students. These sessions appeared to reinforce the needs as perceived by the practicum practitioner.

## Choosing an Alternative

A basic assumption of this practicum is that the focus of special education for mildly handicapped students is on common desired behaviors needed to succeed rather than deficits supplied by categorical models, and that teacher competencies needed to produce these behaviors are the performance skills for individualizing instruction, i.e., modification of content, style, rate and environment. Intervention based on a match of task and learner characteristics

is needed to provide suitable service to handicapped students. The appropriateness of the teaching strategy is the critical factor and makes the difference between success and failure. It is therefore insufficient to simply place handicapped students in regular classes and train their teachers in techniques of individualizing instruction. It is imperative that supportive service be provided on a continuing basis, developing and choosing appropriate strategies. In a mainstreaming program, each child moves in his individually prescribed program in a fluid, adaptive environment which is able to move with or around him without creating obstacles for him or permitting him to disrupt the flow of learning for others.

In exploring the requirements of a program for Area C that would adjust to regular classes, the practicum practitioner and her staff decided that a cross-categorical resource/consultation approach using the special education teachers would be the most viable:

- It was flexible enough to meet district and local school needs in providing cross-categorical lines for students in the broad incidences (educable mentally handicapped, learning disabled, emotionally/socially maladjusted).
- It created a personalized program for handicapped students and served as a fulcrum for change in the school system.

- It was an approach that blended well with individualized instruction and would help in providing specialized educational service to all students.
- It was within state guidelines and could be approved as a reimbursable program in Chicago.
- It was possible to train teachers and implement within current funding.
- It provided for a continuum of service in special education (a necessary safeguard for students who could not be served in the regular class).
- It provided retraining or recycling for special education teachers from self-contained classrooms.
- It was flexible enough to permit the special education teacher to develop a personal model based on the local school needs and within his/her sphere of competencies.
- It provided for continuous specialized support, established interworking relationships, and was growth promoting for teachers.
- It was flexible enough for continuous inservice to improve skills.

Realistic practical steps to institutionalize this approach necessitated that we not only plan strategies and train teachers, but that state and board approval be obtained for the resource/consultation program.

## Obtaining Approval

Implementation of special education programs must follow Illinois Office of Education guidelines and have prior approval. The approved programs for the City of Chicago provided for mainstreaming moderate learning disabled children, but did not provide for mainstreaming educable mentally handicapped or maladjusted children. The practicum and the need for state approval were discussed with the Assistant Superintendent of Pupil Personnel Services and Special Education, her staff and Directors of Pupil Personnel and Special Education in Areas A and B. The discussions resulted eventually in a resource program for broad incidences entitled "Special School Skills."

In view of the need to proceed with the practicum and to implement a state approved program by September, 1975, the practicum pratitioner personally presented the Area C plan to representatives in the Chicago-based Illinois Office of Education. Verbal approval was received with two conditions: (1) an appropriate approval request would be submitted by the Assistant Superintendent; (2) teachers

working with pupils with different categories of handicapping conditions would have training in two categories.

The Special School Skills Program was adopted in the Spring by the Board of Education of the City of Chicago as Board Report 75-299, and was subsequently filed with the Illinois Office of Education.

## Planning the Workshops

The practicum pratitioner decided to develop and implement summer staff development programs for regular teachers as well as for special education teachers. Five one-week workshops for regular teachers using the Glen Haven Inservice Package (Kephart, 1970) was chosen as the core of instruction for the regular teachers. A four-week workshop reviewing educational alternatives, diagnostic measures and writing prescriptions, behavior modification skills, and consultation techniques was chosen as the core of the instructional program for the special education teachers. This content was chosen because of its versatility for use with students having learning or behavior problems.

Two workshops were developed and approved for summer presentation. One was advertised as a Learning Disabilities Workshop for Regular Classroom Teachers, and the other was advertised as a Special School Skills Workshop for Special Education Teachers, preference to be given to those who were

teaching educable mentally handicapped students. The summer workshops program was a first for credit sponsored by the Area Department of Pupil Personnel and Special Education.

Responsibilities of the practicum practitioner as Director of Pupil Personnel Services and Special Education included the development and implementation of summer programs for handicapped students. Eight centers housing educable mentally handicapped, learning disabled, and socially maladjusted students in each center were set up in the Area for the summer. Providing the summer programs in centers permitted the consultants to have more time to devote to the training activities. The major responsibility for the workshops for special education teachers was accepted by the Area Consultant for Learning Disabilities with help from the other special education and guidance consultants in planning and presentations.

For the regular teachers, five workshops of twenty teachers each would accommodate one hundred teachers. This required a full-time person and could not be handled by any of the consultants. Funds to employ the Area Master Teacher in Learning Disabilities to teach the regular teacher were obtained from the Area Director of Programs. The master teacher accepted the responsibility for these workshops using the Glen Haven Inservice Package and supplementary materials in general use by the Area special education and guidance consultants or of her own design. The last morning

of each of the five workshops was devoted to communicating with parents with participation of parents from the Chicago Association for Children with Learning Disabilities North.

In the Fall of 1975, the special education teacher trained in the summer workshop would be expected to change from a self-contained teacher to a Special School Skills teacher. According to the Board Report, the Special School Skills teacher would work with pupils when ". . . . cultural differences, bilingualism, deprived environmental conditions, evidence of specific learning disabilities, minimal sensory and/or neurological handicaps and mild social difficulties are one or more concomitants in the pupil's full diagnostic study which has determined his eligibility for special education services." The pupils determined by the special education multidisciplinary team to be eligible for this program would be expected to be enrolled in the regular classrooms. Pupils not eligible for this program would be transferred to other self-contained classrooms in the school or district. To participate in this program, the Board Report specifically states that "Pupils' handicapping conditions are to be mild and not of such intensity that their needs can be better served in other special education categorical programs for which they are eligible. . . ."

The method of developing training activities for the workshops was to assume a job function approach focusing on

the requirements of the resource/consultation approach as much as possible. Greater assurance of subsequent satisfactory role performance could be provided in this way. In working with principals, teachers, consultants and multidisciplinary teams, broad activities for the teachers in the fall were delineated by the practicum practitioner as follows:

- The classroom teacher would screen and assess the need of a child to be referred for special education.
- The Special School Skills teacher would diagnose strengths and weaknesses with members of the multidisciplinary team and complete a case study.
- The classroom teacher and the Special School Skills teacher would participate in a multidisciplinary staffing from which would come recommendations for services.
- The Special School Skills teacher and the classroom teacher would develop individualized prescriptive educational plans to be carried out as determined jointly.
- The Special School Skills teacher would observe the child in the classroom and offer specific suggestions to the classroom teacher.

- The Special School Skills teacher and the classroom teacher would hold bimonthly assessment sessions to review the progress of each child and to plan program changes related to his/her assessment.
- The Special School Skills teacher and the regular classroom teacher would conduct parent orientation meetings concerning special education service and would provide the parents with prescriptive home experiences to support the development of the handicapped child.
- The Special School Skills teacher and the regular class teacher would provide inservice activities for the school staff utilizing consultant services as needed, including an orientation to the resource concept: areas of referral, assessment and case planning.
- The Area special education consultant would provide supportive service and inservice to the Special School Skills teacher, review prescriptions and the progress of handicapped students, and hold annual staffings.

No attempt was made to set down more specific steps on structures to service delivery. Special School Skills was a human service design, and it appeared more prudent to allow for initiative and innovation in the development

of service models according to the teachers' own competencies and understandings of how to best accomplish integration of the handicapped in the regular classes in their respective schools.

## Training the Teachers

The staff development practicum, "Training Teachers to Teach Handicapped Students," consisted of two components. One component was designed for regular classroom teachers; the other component was designed for special education teachers.

### The Workshop for Regular Classroom Teachers

The mandated program of Continuous Progress/Mastery Learning and the Subsequent inservice training for teachers which resulted in system-wide restructuring of classroom organization, gave impetus to the practicum practitioner's efforts to provide instruction to mildly handicapped students within the confines of the regular classroom. The workshop for regular teachers was designed to assist the regular teachers with identification of some of the learning problems which inhibited the progress of identified special education students.

The practicum practitioner selected the Glen Haven Inservice Training Program by Newell Kephart to provide the basic curriculum structure for the workshops because it

appeared to include materials conducive to facilitating general understandings to assist the teacher with organizing the skills needed to diagnose the selected problems and a vehicle for developing remediation within the classroom. The "package" contained a variety of audiovisual and situational materials to stimulate discussion about types of learning deficits it introduced. The teachers were encouraged to develop methods and materials for remediation within the confines of the Chicago Board of Education's program of Continuous Progress/Mastery Learning.

The varying backgrounds of the teachers necessitated additional and supplementary materials be presented by the instructor who was a master teacher in learning disabilities. At each workshop, parents from the Chicago Association for Children with Learning Disabilities North presented their viewpoints in a culminating activity. In addition, the teachers were provided opportunity to obtain first-hand knowledge of handicapped students by observing and tutoring in our special education summer day school program. Although observational visits were made, no teacher volunteered to tutor a handicapped child. Observation of others was an activity in which the teachers seldom had an opportunity to participate during the school term.

Participants in the workshops to train teachers to teach handicapped students received one promotional credit

toward advanced salary lane placement through the Department of Curriculum. Each workshop was conducted for five days. Five workshops were conducted during the Summer of 1975. Enrollment in each workshop ranged from eleven to twenty-one persons. The five workshops were audited by two State certified teachers in learning disabilities, six Area consultants, and a consultant from the Department of Research and Evaluation. The participants represented thirty-two schools in four districts in Area C. Interestingly, thirteen participants were non-classroom personnel. Participating in the workshops were seventeen persons with temporary status and sixty-five persons who were regularly assigned in the school system. The majority of the participants taught primary and intermediate levels. Table 5 is a breakdown of the participants attending the workshops.

Table 5

Levels Taught by Participants Attending Regular Teacher Workshops

| Level or Class | Number | Level or Class | Number |
|---|---|---|---|
| Child Parent Center | 1 | Social Adjustment | 2 |
| Early Childhood | 1 | Mentally Retarded | 3 |
| Kindergarten | 13 | TESL | 3 |
| Primary | 26 | Reading | 2 |
| Intermediate | 18 | Guidance | 5 |
| Upper | 3 | Physical Education | 2 |
| High School English | 2 | Assistant Principal | 1 |
| | | Total 82 | |

Workshop participants were requested to complete a questionnaire at the beginning of each workshop. The questionnaire was concerned with previous training of each participant in learning disabilities and in individualized instruction, attitude toward and experience with handicapped children, and experience in Continuous Progress/Mastery Learning.

Responses to this questionnaire disclosed that all but three of the participants had been exposed to inservice training or workshops dealing with learning disabilities and all had been exposed to training of varying duration dealing with individualized instruction. Eighty-five percent of the participants indicated that they had a favorable attitude toward handicapped students; however, only thirty-seven indicated that they felt the teachers with whom they worked had favorable attitudes toward handicapped students. Seventy-two persons indicated that they were part of the school's Continuous Progress Program, and seventy-four indicated that they had used individualized instruction most of the time the previous year. These responses supported our premise that most of the teachers had received and were engaged in some form of individualized instruction. Seventy-nine percent of the participants indicated that they had one or more identified handicapped students in class last year. Tabulated responses for each of the workshop groups are in Appendix B. The total responses for the five groups are reported in Table 6.

Table 6

Tabulated Responses to Entry Level Questionnaire

| | Teachers' Responses | |
|---|---|---|
| | Regular (N = 82) | Special Education (N = 11) |
| 1. What statement best describes the extent of your formal training in: | | |
| a. Learning disabilities? | | |
| (1) two weeks or longer | 3 | 9 |
| (2) workshop, seven to ten days full-time | 14 | 1 |
| (3) workshop, five days | 26 | 1 |
| (4) several inservices | 36 | |
| (5) none | 3 | |
| b. Individualized instruction? | | |
| (1) two weeks or longer | 10 | 1 |
| (2) workshop, seven to ten days full-time | 40 | |
| (3) workshop, five days | 30 | 6 |
| (4) several inservices | 2 | 4 |
| (5) none | | |
| 2. Which of the categories best describes the general attitude toward handicapped students of: | | |
| a. Yourself? | | |
| (1) very favorable | 36 | 11 |
| (2) quite favorable | 34 | |

Table 6 (Continued

| | Teachers' Responses | |
|---|---|---|
| | Regular (N = 82) | Special Education (N = 11) |
| (3) fifty/fifty | 12 | |
| (4) quite unfavorable | | |
| (5) very unfavorable | | |
| b. Teachers in your school? | | |
| (1) very favorable | 3 | |
| (2) quite favorable | 34 | 5 |
| (3) fifty/fifty | 32 | 6 |
| (4) quite unfavorable | 13 | |
| (5) very unfavorable | | |
| 3. Is your class a part of continuous progress in your school? | | |
| a. Yes | 72 | 8 |
| b. No | 4 | 2 |
| c. No class | 6 | 1 |
| 4. To what extend did you utilize individualized instruction last year? | | |
| a. All of the time | 47 | 7 |
| b. Most of the time | 22 | 4 |
| c. About half of the time | 5 | |
| d. Less than half of the time | 1 | |
| e. Not at all | 7 | |

Table 6 (Continued)

| | Teachers' Responses | |
|---|---|---|
| | Regular (N = 82) | Special Education (N = 11) |
| 5. Did you have any identified handicapped children in your class? | | |
| a. Four or more | 5 | 11 |
| b. Three children | 3 | |
| c. Two children | 20 | |
| d. One child | 36 | |
| e. None | 18 | |

The Workshop for Special Education Teachers

Fourteen persons participated in the workshop offered primarily for teachers of educable mentally retarded students. This was a four-week workshop offering two promotional credits. The Area consultant in learning disabilities was the instructor. Some of the Glen Haven materials were used; however, most of the materials were developed by the instructor or by one of the consultants who assisted. The intent of the workshop was to develop diagnostic teaching and consultation skills for those teachers who would become resource teachers in the fall. The program was denoted as Special School Skills for purposes of state reimbursement.

Outside reading and individual projects were required. However, for the purposes of this practicum, the participants also completed the same questionnaires and surveys as the teachers in the workshop for regular teachers. Table 7 indicates a breakdown of the participants.

Table 7

Participants in Special Education Workshop

| Category | Number |
|---|---|
| N = 14 | |
| Educable Mentally Handicapped | 7 |
| Social Adjustment | 3 |
| Learning Disabilities | 1 |
| Assistant Principal | 1 |
| Counselor | 1 |
| Adjustment Teacher | 1 |

The questionnaire was completed by the eleven participants who were teachers, and the responses indicated that all but two had attended courses of two or more weeks duration in learning disabilities. All of the eleven indicated a very favorable attitude toward handicapped students, however, only four considered the teachers in their schools to have favorable attitudes toward handicapped students, and two considered the teachers to have very unfavorable

attitudes. Eight of the eleven were a part of the Continuous Progress Program in their respective schools, and all eleven reported using individualized instruction most of the time. The tabulated questionnaire is in Appendix C and recorded in the previous Table 6.

## Summary of the Two Workshops

The criterion for a knowledge outcome is the demonstration of understanding of some behavior, concept or principle related to teaching, according to Turner (1972). The regular teachers were able to select remedial skills and techniques for each of the problem areas presented in the films. The special education teachers were given problem situations and produced a written product. The performance of the teachers was assessed by the instructors on a pass/fail basis, and all passed. For the specific purposes of this practicum, demonstration of competency as a result of the summer workshops involved pre and post testing.

A Pre/Post Survey was completed by the regular classroom teachers and the special education persons who were teachers. The survey served as an internal evaluation measure. It was designed to sample opinion and knowledge based on the information of the workshop. Responses were on a five-point continuum with choices strongly disagree to strongly agree, five being the desired direction of the

continuum. The results as indicated in Table 8 denote positive change. Scores for all groups are in Appendi: B.

The results of the Pre/Post Survey indicate that:

- All groups participating in the summer workshops showed a positive change in the desired direction.
- All summer workshop groups showed a positive change exceeding one-half of a point on the continuum between the first and the second testing.
- The average change for the regular teachers was .96, and for the special education teachers the change was .56.
- The posttest mean of the total group of regular teachers of 4.23 exceeded the pretest of the special education teacher group by twelve percent.
- An analysis of the effect of training on each of the fifteen items in the survey revealed that the five summer workshops for the regular teachers produced changes in the desired direction in for four or twenty-six percent of the items.
- An analysis of the effect of training on each of the fifteen items in the survey revealed that the workshop for special education teachers produced

change in the desired direction in only two items or thirteen percent.

It can be concluded that the effects of training of the summer workshops were significantly positive in the desired direction.

Table 8

Effect of Workshops as Denoted by Pre/Post Survey

| Workshop Group | Number of Partici-pants | Pretest Mean | Number | Posttest Mean | Change |
|---|---|---|---|---|---|
| A | 11 | 3.13 | 11 | 4.23 | 1.10 |
| B | 14 | 3.26 | 14 | 4.24 | .98 |
| C | 20 | 3.41 | 19 | 4.27 | .86 |
| D | 21 | 3.35 | 21 | 4.19 | .84 |
| E | 16 | 3.20 | 15 | 4.25 | 1.05 |
| Special Education | 11 | 4.18 | 11 | 4.64 | .56 |

According to Harris, Bessent and McIntyre (1969), "The crucial test of a training program is the degree to which it meets the needs of the individuals who participate in it." The participants in both workshops were requested to complete the Illinois Office of Education Workshop Evaluation. An analysis of the opinions of the respondents to items 3, 4, 7 and 8 indicates that the workshops were successful. A tabulation of all responses appears in Appendix C.

The respondents felt confident that what they had learned would have transferability. Seventy-seven of the participants in the workshop for regular classroom teachers and thirteen of the participants in the workshop for special education teachers submitted workshop evaluations. All who responded indicated that they would be able to apply what they had learned in the workshop. Only three felt that the workshop did not meet their needs, and seventy-five persons or eighty-three percent indicated that they would like a follow-up workshop. One person indicated she would not recommend the workshop; all of the others indicated that they would recommend the workshop. Table 9 is a report of the evaluations for the items analyzed.

Table 9

Responses to Workshop Evaluations--Items 3, 4, 7, 8

| Item | Statement | Teachers' Responses | | |
|---|---|---|---|---|
| | | Regular | Special Education | Total |
| 3. | I will be able to apply what I learned: | | | |
| | frequently | 54 | 10 | 64 |
| | sometimes | 23 | 3 | 26 |
| 4. | The topic met my needs: | | | |
| | above average | 34 | 6 | 40 |
| | average | 40 | 7 | 47 |
| | below average | 3 | 0 | 3 |

Table 9 (Continued)

| Item | Statement | Teachers' Responses: Regular | Special Education | Total |
|---|---|---|---|---|
| 7. | I would like a follow-up: | | | |
| | yes | 65 | 10 | 75 |
| | no | 12 | 3 | 15 |
| 8. | I would recommend this workshop: | | | |
| | yes | 76 | 13 | 89 |
| | no | 1 | 0 | 1 |

Particularly rewarding were the comments, some of which are quoted in the Appendix B. It was obvious that the workshop participants felt they had gained new knowledge that would prove helpful.

## Operation Mainstream

### Implementation

School started in September 1975, with an impending system-wide reorganization, a new school superintendent, and an eleven day teachers' strike.

During the strike, the practicum pratitioner contacted the principals of the special education teachers who had attended the summer workshop. (Principals had recommended

teachers to the workshops.) The operational plans were discussed including the need for inservice time for faculties, and a parent meeting in the early fall. Staffings were held to determine placement of the students if the psychologists and special education teachers were non-strikers. In some schools the staffings had been held inJune after the special education teacher signed up for the course, and the parents notified. One principal declined to go into mainstreaming, one teacher had transferred, two principals had been requested by their district superintendents to share their special education teachers with other schools and these principals were contacted.

When the strike was over, nine special education teachers serving eleven schools were contacted and "operation mainstream" began. There were four activities carried out almost simultaneously: (1) Faculties in the eleven schools were given orientation to the new resource/consulting role of the special education teacher, the areas of referral, assessment and case planning. The plan of close cooperation and sharing between regular and special teachers was discussed and suggestions accepted for "making the plan work." In the eleven schools, there were thirteen teachers found who had participated in the summer workshops; (2) inservice meetings were held with the nine teachers individually; (3) assessment and prescriptions written for the special education students formerly in the self-contained

class, and new referrals were accepted and processed; (4) "crackerbarrel" sessions were resumed for a brief period.

Continuing workshops were not initiated after school as originally intended because the date for dissolving the areas was late and personnel was being transferred. The alternative of five individual inservice meetings to the special education teachers was selected. The topics covered were:

- Reorientation to the resource concept
- Preparation for the multidisciplinary staffing including diagnostics
- Writing prescriptions and remediation
- Remediation and selection of materials
- Scheduling and coordination of program.

A general inservice meeting was planned the first part of October concerned with techniques in defining developmental skills and providing consultation services. Future inservice needs were also outlined by the group. A wide variety of materials and supplies were placed in the special education room at the Staff Development and Resource Center.

Underlying this program is the premise that a segment of students receiving teaching services would be a continually changing group. As a student's skill deficiencies are ameliorated, the student should be phased out of direct services or phased from individual to group services.

Other students in need of special education resource services could then be scheduled. The special education teacher was expected to assist the regular class teacher in writing prescriptions and planning strategies for students identified and waiting for service.

Practicum Practitioner's Observations

By mid-October diagnostic teaching activities for the mildly handicapped students were underway. The factors considered were background variables, identified learning skill assets and deficiencies as evaluated and discussed in a multidisciplinary staffing.

The major decision regarding the diagnostic teaching depended upon the population to be served. Following the staffing, the special education teacher and the regular class teacher were to decide which students needed individualized diagnostic teaching groups. They also determined the objectives to be achieved. The special education teacher in most instances was to write prescriptions and provide direct service to a broad range of students with varying degrees of learning skill deficiencies when they were outside the range of the program of the regular class teacher. Based on this rationale, several patterns of service were observed during the practicum practitioner's visits in November and December. One pattern included handicapped students who needed only brief periods of diag-

nostic teaching integrated with the classroom curricula followed by special education teacher consultation and sometimes additional consultation from a speech therapist. For the most part, the consultation appeared primarily concerned with the special education teacher procuring and providing appropriate instructional materials. There appeared to be little consultation relative to instructional strategies per se. Students with more severe specific learning skill deficiencies received direct services on a daily basis for a period or more (one-half to one hour depending on the age of the student). Some students received brief, individual service and service as members of small groups.

The nine teachers were serving one hundred eighty-six students, thirty-five of whom were being taught by the thirteen regular teachers who had also attended a summer workshop. The nine teachers were serving an average of twenty and six-tenths students or eight and eight-tenths more students than the average reported in the McLure (1975) study of the previous year.

Special Education Teacher Analysis. The special education teacher group consisted of nine teachers in resource rooms for mildly handicapped children in eleven schools. In three schools, only educable mentally handicapped students were accommodated; in two schools, the students were socially maladjusted and learning disabled; in six schools the stu-

dents were educable mentally handicapped, socially maladjusted, and learning disabled. Investigation disclosed that the teachers were accepting the students referred and staffed as eligible by the multidisciplinary teams. The indication was that all students found eligible were being accepted for the resource program.

Regular Classroom Analysis. The thirteen regular classroom teachers who had participated in the workshop appeared to be still enthused. Thirty-five handicapped students were referred from their classrooms. One teacher had four students, seven had three each and five had two. Six were in the upper level, sixteen were in the intermediate level and thirteen were at the primary level. The regular classroom pupil-teacher ratio varied as students were moved in the continuous progress program in some schools. The average class membership, however was 33.2. Ten of the thirty-five students were girls.

Program Analysis. In visiting the nine teachers, the practicum practitioner observed the instructional process and the environmental factors. The environmental factors had to do with (1) quality of setting; (2) relationships; (3) acceptance of program.

1. Quality of Setting

   When the principal assigns the special education teacher a room of regular size, located among other classrooms, it is almost indicative of

claiming special education as a part of the total organizational plan. In all but one instance, there was evidence that the special education room was well located. Physical appearance of the rooms was good, bulletin boards attractive. Supplies were sparse in three instances, but orders were slow in being filled too. There was evidence of multi-approaches, and in one instance evidence that the room was used by the regular teachers as well (a corner with a Ditto machine and file of materials),

2. Relationships

Evidence of good communication patterns are sometimes difficult to determine. The teachers did have their share of duties. In two instances the teachers appeared to have been given more than their share of duties. The teachers were not spending as much time observing the children in the regular class as the practicum practitioner would have liked. In most instances interactions with the students were excellent and with the faculties more reserved. The regular classroom teachers were requesting a great deal of materials. The special education teachers have a need for additional funds, time and help

in establishing files of materials keyed to objectives for a wide-range of students. Some of the commercially made programs need to be considered for some of the schools. The practicum practitioner found a lag in implementing instruction in some regular classrooms. Some teachers seem to integrate the better parts of different learning materials in providing personalized teaching services to students almost instinctively.

3. Acceptance of Program

The special education teachers worked hard at getting the program accepted. The practicum practitioner was pleased at the commitment to integration of handicapped students. One teacher sent out a newsletter about new materials and about association meetings and conferences having to do with special education; one summarized articles in books and journals; three had open house for the regular students and their teachers describing the purpose of the room and the program; two helped with assemply programs; several were using students as tutors; one had started an extracurricular puppet activity. Both regular and special teachers complained about the amount of time the program required as outlined.

Another indication of acceptance of the program had to do with inservice to entire faculties. The practicum practitioner and the consultants, with the special education teacher and the regular teachers who had been in the program, provided one faculty meeting, giving an orientation to the resource room/consultation concept and the new role of the special education teacher. It was anticipated that the special education teacher would then continue with faculty inservice meetings concerned with characteristics and educational needs of handicapped students and programming for handicapped students, using materials that staff had made available from the Resource Center. Although encouraged, this had not occurred.

Also it should be noted that some regular classroom teachers were not open to discussing behavior problems the handicapped students were having. In several instances, the special education teachers claimed no knowledge of the problems discovered by the practicum pratitioner during the evaluation tasks. Once informed, the special education teachers did make efforts to assist in pupil management.

A more serious problem occuring in one instance had to do with destruction of the entire program using the room for a crises room, "dumping" students at any time.

Instructional Process. In observing the instructional process, the practicum practitioner was concerned with four areas: (1) the written plan; (2) the content of instruction; (3) goals and objectives; (4) resources provided.

1. The Written Plan

   The program was expected to be related to entry levels and to match learner characteristics to learning tasks with a systemmatic transition from diagnosis to remediation. This is apparently a time-consuming task, the benefits of which are not yet recognized by the teachers.

2. Content of Instruction

   Some of the teachers, it appeared, were spending more time on testing than necessary. It was too early to determine whether or not this is a factor to be corrected. A systematic approach to individualizing instruction for students was evident in the resource rooms (though not as evident in some of the regular classrooms). In two instances, during the observation period, there was no indication that the special edu-

cation teacher was providing the instruction needed in the remediation procedures.

3. Goals and Objectives

During the workshop, teachers had been encouraged to set goals and objectives so that parents, teachers and students would know where the student was headed. There was evidence of a great deal of diagnostic testing, but the practicum practitioner could not always tell that the immediate student objective was known to the student. Special education teachers did not appear to involve regular teachers as much as the practicum practitioner had hoped.

4. Resources Provided

The practicum practitioner attempted to determine if instructional resources were sufficient in variety and number for the students being served. The teachers all complained that supplies and materials were inadequate, although some rooms appeared to be very well-stocked with numerous diverse materials. There may have been less familiarity with some materials purchased as a result of exposure during the workshop.

Summary of Observational Visits. The practicum practitioner made at least one visit to each of the nine special education teachers that lasted forty minutes to two hours. Appointments

made for the visits through the principals. A series of systematic observations was not feasible.

The special education teachers appeared to be enthused about their new roles and were making efforts to develop programs to service students in meeting the needs of the schools. The regular classroom teachers were in the throes of individualizing instruction and appeared to be making greater demands on the special education teachers to test students and supply individual materials than we had anticipated would be necessary. The students appeared to be enjoying the routines.

During October and November, the practicum practitioner and the consultants were meeting unanticipated needs--answering calls for materials, equipment, psychological testing, health evaluations, parental conferences, and the like. By December, the program seemed to have found its niche and things were running more smoothly. Additional help in staff development to meet specific needs in the areas of designing educational programs and behavior analysis should be continued. A research plan should be devised for the second year to determine the effectiveness of the program in terms of students' academic gains, teacher competencies, and behavioral changes.

The students referred and found eligible were still in the program in December unless they had moved out of the

school district. Parents of two students had requested that the students have more time with the special education teacher; however, no students were referred for review of placement either by teachers or parents. Undetermined was whether or not this was because the program was working or whether it was too soon to make a recommendation.

There was an observable difference in the classrooms of teachers who were individualizing their instruction and those who were not. The physical arrangement of the classroom gives the initial clues. The teacher was more flexible, creative and a manager of resources. The traditional teachers appeared to be more autocratic and rigid. An overall assessment of the teachers in individualizing instruction was seen as positive in varying degrees. They expressed a need for assistance, and for instructional materials. Some also viewed the size of the class as a problem. Class sizes varied as pupil levels changed in some schools, but in most cases did not exceed the union agreement of thirty-four for maximum class size.

# CHAPTER IV

## EVALUATION

The attainment or failure to attain the practicum objectives will be documented in this chapter using the data generated by the evaluation activities. Basic assumptions of this practicum were that common competencies were appropriate for teaching all mildly handicapped children with supportive services regardless of the handicapping condition, and that the skills required in the individualized instructional process enabled the teachers to produce common desired behaviors required for handicapped children to succeed in the regular classrooms. Stress was placed on a common core of training experiences preparing teachers to serve a variety of mildly handicapped students, and preparing special education teachers for a role change. The special education teacher and the regular classroom teacher were the two distinct types of teachers in this practicum provided with training to serve in a resource/consultative relationship under the aegis of a special education reimbursable program entitled Special School Skills.

## The Follow-up Survey

In the fall, a survey was mailed to the regular teachers who participated in the summer workshops with a return of sixty-three percent or fifty-two (Appendix C). The questions on the survey attempted to determine what knowledge might have been retained about the workshop, how it was being used, the extent of sharing either formally or informally with colleagues, the increased contact with the special education teacher, and the extent of continued professional growth.

Responses to the question "What aspect of the workshop on learning disabilities do you remember the best?" or "To what degree have you personally been able to use any of the knowledge gained in the workshop?" indicated that the diagnostic materials and remedial suggestions were useful. The workshop in general appeared to be helpful in acquainting the teacher with some of the social as well as academic aspects of the handicapped child's behavior.

Participants indicated they were enrolled in courses as follows: "Characteristics of the Exceptional Child," "Diagnostic Teaching," "Remediation of Learning Disabilities," and "Mental Hygiene."

Most of the respondents indicated that the knowledge gained from the workshop was being used with the entire class and many indicated using the knowledge with particular

students as well as the class in general. Some teachers had shared their workshop experience informally with their colleagues.

In summary, a survey of the teachers who had participated in the workshop indicated that there had been carryover into the fall teaching term and that students were receiving some benefit as reported by the teachers. There was also indication that contacts with special education teachers increased for some and decreased for others. Following are responses to the items in the survey:

Survey--Follow-up of Summer Workshop N = 52

1. What aspect of the workshop on learning disabilities do you remember the best?

   Typical responses were:

   "Children who daydream all of the time may have handicapping conditions."

   "Ocular problems and how to remediate."

   "Patience."

   "A teacher can do something to help."

   "Where to get help for children with problems."

2. To what degree have you personally been able to use any of the knowledge gained in the workshop? Typical comments were:

   "Some. . . .Was already using it."

   "A great deal with two kids."

   "Used in identification and making referrals."

3. Have you used the knowledge:

   with the whole class in general? Yes - 20

   with one particular student? Yes - 12

   with two students? Yes - 27

   with three students? Yes - 8

   with four or more students? Yes - 3

4. Have you shared information from the workshop:

   with the principal? Yes - 12

   with one teacher informally? Yes - 19

   with two or more teachers informally? Yes - 36

   in a formal inservice session at your school? Yes - 3

5. How many times have you been in contact with your special education teacher during this school year?

   Typical responses: Daily, once a week; twice

   Does this represent more? Yes - 27

   Does this represent less? Yes - 10

   Has your contact this year occurred concerning:

   students identified and being served? Yes - 50

   students identified, but waiting for service? Yes - 18

   students needing special education but not identified? Yes - 24

   need for ideas or materials for teaching concepts? Yes - 26

   other reasons--"share information about new tests; parent conferences; information about the conference (CEC)"

6. Have you registered for any courses in special education since taking the workshop? Yes - 11

7. Would you attend a Board of Education course on behavior or learning problems if offered this year? Yes - 36

8. Use the space below or back of sheet to make general comments or to request special assistance concerning problems in your classroom related to serving handicapped children:

Typical responses were--

"Help." (3) "Need some tests."

"Please come out and see our learning center."

"Need materials and supplies."

## The Questions Answered

Evaluation tasks were identified to form separate but closely related components to answer a basic set of questions, as to overall effectiveness of the program.

I. To what degree were the teachers using what they had gained in the summer workshops?

A. Given at least ten weeks of school, seventy percent of the teachers will indicate they had been able to use the knowledge gained with one or more students.

On the Workshop Evaluation Form, seventy percent of the teachers indicated that they expected to

apply what they had learned from the workshop frequently. A survey was mailed to workshop participants. All survey respondents indicated they had been able to use the information. The number of teachers who responded to each part of item three indicated that:

- Twenty had used the knowledge with the whole class in general
- Twelve had used the knowledge with one particular student
- Twenty-seven had used the knowledge with two students
- Eight had used the knowledge with three students
- Three had used the knowledge with four or more students.

Objective achieved.

B. Given at least ten weeks of school, fifty percent of the regular classroom teachers will have increased contacts with the special education teachers.

Cooperation between regular and special education teachers was considered one of the more important facets of this practicum.

The survey item five asked how many times the regular teacher had been in contact with the

special education teacher during this school year. The responses varied from daily to twice a month. When asked what the contact this year concerned, the responses indicated that twenty-seven or slightly over half of the respondents indicated that they were having more contact with special education teachers this fall than last year. Important to this practicum is the fact that the reasons enumerated for the contacts indicated that a great deal of the contacts between the two groups of teachers appeared to be consultive in nature. Table 10 reveals that more than half of the contacts were consultive.

Table 10

Contacts Between Regular and Special Education Teachers

| Number of Contacts | Nature of Contact |
|---|---|
| 50 | Students identified and being served |
| 18 | Students identified, waiting service |
| 24 | Students not identified |
| 26 | Need for materials, etc. |

Objective achieved.

II. What was the response of the handicapped students in the activity in terms of adaptability and attendance? Students with problems either absent themselves from the classroom or exhibit behaviors that interfere with instruction and learning. Many teachers expressed the thought that the handicapped child would "get along all right" in the regular classroom, "if only he would behave himself." On the other hand, the passive, apathetic handicapped child, often ignored by teacher and classmates gradually withdraws from school attendance. This practicum therefore sought to evaluate the handicapped student's adjustment to the regular classroom as denoted by attendance, social behavior, peer relationships and parental satisfaction with the program.

A. Given twelve weeks of school, eighty percent of the students served by special education teachers who participated in the workshop will indicate they feel accepted by their peers.

1. Four questions were posed to the handicapped students served by the special education teachers in their new roles. The group of students served by both teachers who had participated in the workshop was compared with the group of students served by the special education teacher and a regular class-

room teacher who had not participated in the workshop. Table 11 indicates that a higher percentage of students served by both special education teachers and regular teaches who participated in the workshop liked their classrooms, and had established friendships. Over forty percent of both groups played with their regular school classmates after school.

Table 11

Responses of Special Education Students to Classroom

| Question | A N = 35 | B N = 151 |
|---|---|---|
| 1. Do you like your classroom? | | |
| Yes | 33 | 122 |
| No | 2 | 29 |
| 2. What could be done to make your class better? (72% had no suggestions) | | |
| . More recess | | |
| . More girls | | |
| . Movies every week | | |
| . Gym every day | | |
| . No gym | | |
| . Make (students) leave me alone | | |
| . Treats | | |

Table 11 (Continued)

Responses of Special Education Students to Classroom

| Question | A N = 35 | B N = 151 |
|---|---|---|
| 3. Number of friends in class | | |
| 0 | 3 | 20 |
| 1 | 14 | 66 |
| 2 | 9 | 40 |
| 3 | 6 | 20 |
| 4 or more | 3 | 5 |
| 4. Who do you play with after school? | | |
| Classmates | 16 | 65 |
| Relatives | 25 | 108 |
| Other | 1 | 32 |

2. Classroom teachers when asked to express their opinions indicated a slightly lower adequate peer relationship among both grups. Item 3 in Table 7 indicates that eighty-three percent of the students taught by both teachers were considered to have good peer relationships and seventy-two percent of the students in the group taught by the special education teachers were considered to have adequate peer relationships.

Objective achieved.

B. Given twelve weeks of school handicapped students in regular classes, taught by teachers who participated in the workshops, would demonstrate good behavior adjustment.

The regular classroom teachers were asked to indicate whether or not the behavior of the handicapped student receiving service was adequate in and out of the classroom. Responses showed that at least three-fourths of both groups of students were considered as making good classroom adjustment. There was, however, evidence that students functioned better in class than during out-of-class activities such as recess, lunch, and assembly periods. Table 12 gives the results of this survey.

Table 12

Teachers' Opinions of In and Out of Classroom Adjustment of Special Education Students

| | A N = 35 | | B N = 151 | |
|---|---|---|---|---|
| | No. | Percent | No. | Percent |
| 1. Behavior in classroom | | | | |
| Adequate | 30 | 86% | 114 | 75% |
| Inadequate | 5 | 14% | 37 | 25% |

Table 12 (Continued)

| | A N = 35 No. | A N = 35 Percent | B N = 151 No. | B N = 151 Percent |
|---|---|---|---|---|
| 2. Behavior outside of class (recess, assembly, etc.) | | | | |
| Adequate | 23 | 66% | 86 | 57% |
| Inadequate | 12 | 34% | 65 | 43% |
| 3. Relationship to peer group | | | | |
| Adequate | 29 | 83% | 108 | 72% |
| Inadequate | 6 | 17% | 43 | 28% |

Objective partially achieved.

This survey served to alert the special education teachers to problems in the area of behavior that were apparently being minimized, and has resulted in some additional planning with consultants, special educators and regular teachers.

C. Given sixty days of school, handicapped students in regular classrooms will have an average attendance that equals or surpasses that of their nonhandicapped classmates.

Due to the delays at the beginning of the school year, attendance data was collected for Ocrober 27 to December 19, a total of thirty-seven actual

school days. Table 13 indicates that students' attendance patterns may be related to factors within the class rather than handicap or non-handicap. Some classes appeared to have higher attendance days than others. The handicapped and non-handicapped students were calculated to have approximately the same average attendance for the period studied.

Table 13

Average School Attendance of Handicapped and Non-Handicapped Students--October 27, 1975 to December 19, 1975

| | N = 35 | | N = 151 | |
|---|---|---|---|---|
| | Handicapped | Non-Handicapped | Handicapped | Non-Handicapped |
| Days Present | 34.68 | 34.54 | 34.54 | 34.53 |

Objective partially achieved.

III. What was the nature of the response of the parents of students in the activity?

Given two marking periods (ten weeks), eighty percent of the parents who respond to a questionnaire will indicate that the program has been beneficial to the child and that the child shows improvement in attitude toward

school, behavior, and school success. Fourteen of the parents responded as indicated in Table 14.

The thirty-five students taught by both teachers were given a letter (Appendix D) to take home to their parents and the parents asked to return it. The letter was also translated into Spanish.

An integral part of evaluation is the acceptance of the parents. Responses below are representative of the comments received from the letters:

. "I feel a lot is done to help my child with his handicap."

. "I think this program is the best thing for my kid."

. "My husband and I have noticed a great improvement in our son's attitude in Mrs. L's class."

. "J. . . . .needs more time with his special teacher."

. "This is better than the Dummy room."

The results of the parent questionnaire indicate partial achievement of the objective. One parent indicated that his/her child was not as successful in school this year as last year. The two items which received the most negative responses were item three which relates to behavior improvement and item four relating to attitude toward school. The majority of the parents responding felt that the program had been beneficial to the child.

Table 14

Parental Responses Concerning Program

| Question N = 14 | Yes | No | % Yes |
|---|---|---|---|
| 1. Do you feel that you understand this program? | 12 | 2 | 85.7 |
| 2. Has this program helped your child? | 12 | 2 | 85.7 |
| 3. Has your child's behavior improved this year? | 11 | 3 | 78.5 |
| 4. Does your child like school better this year? | 10 | 4 | 71.4 |
| 5. Does your child seem more successful in school this year? | 13 | 1 | 92.8 |

Objective partially achieved.

IV. Were the teachers considered effective as rated by administrators and themselves?

Given twelve weeks of school, the two groups of teachers will be considered "most effective" as rated by administrators and themselves.

How effective were the special education teachers as rated by the consultants, the practicum practitioner, and the teacher herself? How effective were the special education teachers and the regular teachers as rated by the principal?

The teachers were rated for effectiveness by the practicum practitioner, a consultant, and themselves. The rating sheet used, Administrative Form for Teacher Effectiveness Rating (AFTER), Appendix D, was developed for teachers of educable mentally handicapped children by Paul Arend (1971) utilizing effectiveness categories and items summarized by Barr from other studies. The rating form includes thirty-eight items distributed under four categories of effectiveness: (1) personality traits; (2) skills in teaching; (3) knowledges; (4) interests. Each item is rated on the following scale: 1-Ineffective; 2-Fairly Effective; 3-Effective; 4-Most Effective; 5-Outstandingly Effective. Dr. Arend (1971) reported that the correlation between the ratings of effectiveness made by the supervisors and principals of special education teachers was statistically significant at the .01 level of confidence. Further, the rating instrument AFTER appeared to have reliability, face validity, and construct validity when used to measure the effectiveness of teachers of educable mentally handicapped pupils.

The practicum practitioner chose to use a numerical rating scale as an evaluation instrument in this situation to determine if the special education

teachers were considered effective in their role changes.

The special education teachers worked in eleven schools. Thirteen of the teachers in the eleven schools had attended the summer workshop. The principals in these schools rated their special education teachers and the regular classroom teachers who had attended the workshop. The practicum practitioner and the consultants also rated the special education teachers. A comparison of the mean scores from these ratings as shown in Table 15 indicate that the three groups rated the special education teachers as most effective, but that the special education teachers rated themselves somewhat lower. Correspondingly, principals rated the regular teachers as most effective and regular teachers rated themselves somewhat lower. These findings were in contrast to the findings by Arend (1971) in his study where the teachers tended to rate themselves higher than they were rated by their respective administrators. These findings were also in contrast to the research of McNeil and Popham (1973) who pointed out a tendency for teachers to overrate themselves. McNeil and Popham (1973) also state that most teachers seem to criticize the superficial aspects of their teaching,

personal mannerism, appearance, rather than the relevant aspects of their work. The table indicates that the sub scores of the regular teachers and the special education teachers were the same in "Skills of Teaching." The special education teachers rated themselves higher than the regular teachers in "Personality Traits," and lower in "Theoretical Knowledge" and "Interests."

The teachers trained in the workshop appeared less secure and confident when rating themselves on the AFTER Form. With one exception, all of these teachers had received excellent or superior ratings the previous year. The practicum practitioner attributed the lower self-rating to the general school climate after completing a random sample of other teachers.

Table 15

Mean Self Ratings and Ratings of Teachers by Administrators Using Administrative Form for Teacher Effectiveness Rating (AFTER)

| | Rating of Special Education Teacher by | | | | Rating of Regular Education Teacher by | |
|---|---|---|---|---|---|---|
| | Self | Practicum Practitioner | Consultant | Principal | Principal | Self |
| I. Personality Traits | 4.40 | 4.50 | 4.40 | 4.60 | 4.80 | 3.73 |
| II. Skills in Teaching | 3.90 | 4.60 | 4.60 | 4.70 | 4.70 | 3.90 |
| III. Theoretical Knowledge | 3.90 | 4.70 | 4.50 | 4.70 | 4.80 | 4.20 |
| IV. Interests | 3.10 | 4.30 | 4.30 | 4.40 | 4.80 | 3.70 |
| Totals | 3.90 | 4.55 | 4.47 | 4.68 | 4.79 | 3.87 |

Objective was partially achieved.

V. Was there evidence of professional growth?

A. Given ten weeks of school, fifty percent of the teachers will indicate that they have registered in a university course or will express a desire to enroll in a Board of Education course in learning disabilities.

A program to be successful must be growth promoting for teachers as well as for students. In responding to the workshop evaluation, eighty-four percent of the teachers had indicated an interest in a follow-up workshop. In the survey completed after school started, eleven or twenty-one percent of the respondents indicated that they were taking courses. Thirty-six or sixty-nine percent of the teachers responding indicated an interest in taking a Board of Education course if offered. Tuition cost, particularly in the wake of the strike, may have been a factor.

Objective was not achieved.

B. Given at least ten weeks of school, twenty percent of the teachers will have given an inservice to respective school staffs.

An introduction of a new practice into a school, should be accompanied by an attempt to spread the concepts or information to others. This is analogous to the pebble dropped into a quiet pool

of water. The Glen Haven Inservice Package was available and it was hoped that teachers might opt to provide inservices for their colleagues. The teachers surveyed indicated that they had shared the information informally with fifty-five colleagues and twelve principals, but only three had presented the information at inservice meetings to the entire faculties.

Objective not achieved.

# CHAPTER V

## SUMMARY, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

### Summary

The organization of schools in Area C of the Chicago public school system to accommodate the Continuous Progress/ Mastery Learning Program provide an opportunity and established a need for the practicum practitioner to initiate a mainstreaming program for educable mentally handicapped, emotionally/socially maladjusted and learning disabled students. Review of the literature confirmed the need for effective inservice of teachers and reinforced mainstreaming with individualized instruction.

The practicum practitioner, with her consultants, expended a great deal of time and effort during the 1974-75 year and the fall of 1975 trying to develop programs for regular classroom teachers and special education teachers that would enable them to retain mildly handicapped students in regular classrooms with benefit to the students. This practicum was designed to implement mainstreaming through inservice initiated with workshops for both regular class-

room teachers and special education teachers in the summer of 1975.

The workshop for special education teachers was intended to enable them to adapt to a role change from self-contained classroom to a resource room. It was assumed that teachers were adept at individualization of instruction. Mainstreaming would provide a structure in which individualized instruction could mature and be used effectively. The practicum practitioner discovered a wide gap in some schools in the state of the art, adoption and use of individualizing procedures. A structured inservice program was implemented the first four months of the fall term in order to support the teachers in their efforts. "Cracker-barrel" sessions were resumed.

The changes effected by the practicum were relative to the return and maintenance of mildly handicapped students in regular classrooms and the new role of the special education teachers. The special education teachers were serving forty percent more students than in the previous years. There was no attempt to measure academic gains during the short term of the program.

There were several procedures that can be identified as contributing to attaining the objectives of the practicum. First was staff development: (1) evidence of utilization of the knowledge gained, and opportunity to work closely with other professional personnel were benefits. (It is safe to

assume that persons who formed prescriptive teams worked much closer than is usually afforded to persons operating in self-contained classrooms.); (2) special education consultants provided inservice experiences and pupil personnel consultants provided supportive services for the first four months of the school year. These services were individualized and directed toward helping in assessment, prescriptive teaching, behavior analysis, parent involvement and consultation. The practicum practitioner also assisted in problem solving in these areas.

Second was a diversity of supplementary learning materials made available. The availability of materials and a special room set up at the Resource and Staff Development Center have helped these teachers gain new skills and techniques.

Third was the intra-staff communication. In spite of the difficulty in coordination of teaching activities of the regular teachers and the special education teachers, there was evidence of some progress being made toward mutual goal setting for the students being served.

In essence, the four-month inservice was quite individualized for the special education teachers being served. Through training received in the workshops, meetings, visitations, observations, demonstrations, and materials, teachers were able to effect a role change and pupils were being mainstreamed. Evidence of this was observable.

The results of the practicum were positive enough to make an extended effort to implement mainstreaming for students through inservicing teachers. Efforts to continue to improve inservice programs for teachers should be made--and to move further into individualized instruction in classrooms still operating under rather traditional modes. This almost has to be done on an individual basis, because some teachers who appeared to be very traditional, were succeeding in meeting the needs of individual pupils. Teaching styles in terms of mainstreaming needs researching. If the teaching style matches the requirements of the learners, the educational environment appears to be satisfactory.

## Implications

In discussing mainstreaming and teacher training, Edwin Martin (1974) wrote:

> If the majority of handicapped children--the mildly and moderately retarded, the children with behavioral disorders, the children with language and learning problems, the children with orthopedic difficulties--are to be spending most or much of their time in regular classrooms, there must be massive efforts to work with their regular teachers, not to just "instruct them" in the pedagogy of special education but to share in the feelings, to understand their fears, to provide them with assistance and materials, and in short, to assure their success.

For professionals who wish to initiate "Operation Mainstream," it is hoped that the successful elements of this practicum will prove of some value.

The results have been promising enough to recommend that studies might be conducted to test the effects on students of the instructional techniques and teaching styles. Longer time studies and follow-up studies are needed to determine lasting changes.

This practicum was based on the premise that mainstreaming goes hand-in-hand with individualized instruction. In this practicum eleven schools were used. Obviously, there were varying degrees of individualization and commitment. Choose one school or different levels in several schools first. This will enable inservice to be provided to entire faculties and on a more individualized basis. The school or the specific levels could later become demonstration centers. Choosing locations in advance also permits the faculties to engage in the planning for inservice and encourages the development of the teacher resource room along with the inservice--a visible support to the program.

There is no need to reinvent the wheel. Excellent commercially produced inservice programs to enable mainstreaming are on the market. No one package, however, will meet the total needs of a school, so choice of instructional staff able to supplement the materials in order to provide for the individual needs of the teachers being inserviced is important.

A summer staff development program is economical if consultants are paid on a calendar-year basis and have the

time. Summer also permits teachers opportunity to prepare materials. Surprisingly, many teachers returned to the resource center after their five-day class was over to make materials for the fall, and have continued to make use of the resource center.

The summer workshops involved parents from the Association for Learning Disabilities. This was a plus. Several parents attended the five days of the workshop. During the fall, these parents have provided workshops, loaned film and tutored students. Teachers' comments indicated exchange with parents enhanced the summer workshop.

The brief summer workshops should be supplemented by minicourses developing specific skills to help all teachers reach certain knowledge levels. There was some slight evidence of more benefit to students where the regular classroom teacher had participated in the summer workshop. If teachers reach the knowledge levels prescribed, they can be expected to use the additional tools for improvement of the learning process. The day-by-day program is the classroom teacher's responsibility.

Staff development should include the regular classroom teachers and the special education teachers. In this practicum two separate workshops were offered. The workshop for the special education teachers was longer for the purpose of effecting a role change and developing certain skills. Some of the same materials were used in both work-

shops. Unless teachers were previously acquainted and saw each other at the Center, there was no opportunity for exchanges between the regular classroom teachers and the special education teachers. Communication may have been easier had we done more during the period of the workshops to have the two groups of teachers working together. Of course, if an entire school is inserviced, this pitfall will be avoided.

Schools must be organized for success. Major system changes need to occur. Individualized instructional systems select from a universe of alternatives the most appropriate materials, methods, programs and environment in order to enable the child's maximum achievement and total development. Adequate measures are essential, for without them correctional measures will not be forthcoming and the entire program will be held to blame. Teachers must realize the importance of a continuing evaluation procedure. If not, remedies may go so far as to eliminate the very alternative systems we are trying to develop. Such a setback would be detrimental to optimum child development through more personalized educational procedures. Inservice activities should stress continuous evaluation, matching learning style of the student to the instructional method.

The most critical element is the teacher. Planning for inservice should include the teacher, but also a broad range of professionals in related disciplines such as

guidance and social work. Assistance to teachers in group dynamics appeared to be a need. The most feasible, effective, economical arrangement needs to be discovered to provide ongoing inservice of teachers. A step in this direction was made with this practicum.

## Recommendations

As a result of this practicum, the following recommendations are offered:

1. There should be additional research in the area of teacher inservice training as related to mainstreaming and individualized instruction and teaching style. The results of this practicum seem to indicate that this pursuit would be worthwhile.
2. The feasibility of gathering or developing minicourses to provide inservice in specific skills should be explored. Follow-up information or data to determine effectiveness would be of value.
3. More research is needed to measure the effectiveness of inservice programs, therefore follow-up information or data should be gathered.
4. Alternatives for handicapped students should continue to be explored.

5. Each special education teacher should be encouraged and supported in efforts to develop a program and resource room learning center within his/her competencies that meet the needs of the students and the school. This must be a major goal.
6. A study of attitudinal and behavior change of teachers' and students' work habits should be considered.
7. Annual pupil progress in terms of academic gains and mastery learning should be evaluated in terms of placement.
8. A three-year follow-up of students dismissed from the program or transferred to other programs should be considered.

## Conclusions

The Illinois Constitution assures the right of every child to an education within the public school system according to his/her learning style and rate.

Teachers making curriculum and instructional changes must be flexible. Time is also an important factor. There must be time for teachers to plan, for staff interaction and for preparation. Not all teachers can change immediately. Individual inservice provided by another teacher or a con-

sultant, helps the teacher grow at his/her own pace. Helping teachers implement innovation is a great challenge.

Public school teachers have a long record of resisting specialistic functions. Administrators therefore must seek ways to institutionalize specialization in ways that take account of teacher sentiment and yet provide quality inservices. Mainstreaming sets up potentially very difficult demands on teachers, yet the child's needs must be at the center of the school.

Like Alan Sillitoe's long distance runner, we all need support and someone to lean on when the going gets rough.

Efforts to provide training and experiences for regular classroom teachers are not keeping pace with the efforts to mainstream. This practicum was one attempt to bridge that gap.

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# APPENDICES

# APPENDIX A

## NEEDS ASSESSMENT CHECKLIST

WHAT ARE YOUR NEEDS TO IMPROVE INSTRUCTION TO HANDICAPPED STUDENTS?

Please read the list of possible needs. Then choose at least 5 of the needs (not over 10), that you feel would enable you to improve instruction to handicapped students in your classroom. Thank you, Petra Harris, Director PPS & SS.

__1. In-service training program in individualized instruction.
__2. Additional preparation time.
__3. Ability to identify and remediate handicapping conditions.
__4. Lower teacher-pupil ratio.
__5. Increased communication and cooperation between special and regular education teachers.
__6. Knowledge, understanding of the characteristics of the handicapped.
__7. Access to more audio visual and other equipment needed.
__8. Human relations in-service training for all school personnel.
__9. In-service training dealing with teaching handicapped students.
__10. Additional help (psychologists, social workers, counselors, etc.).
__11. In-service training in speech improvement.
__12. Services of a teacher-aide at least part of each day.
__13. Techniques of behavior modification.
__14. Reading clinics and TESL classes for handicapped students.
__15. In-service training dealing with arithmetic skills.
__16. Community and parental awareness of the advantages of special education programs.
__17. Assistance in helping handicapped students get along well with their peers.
__18. Extra curricular activities such as field trips, camping, etc.
__19. Help in diagnosing learning disability problems in students.
__20. Special arithmetic classess for handicapped students.
__21. Supplementary supplies and instructional materials.
__22. Special classes for students with behavior problems.
__23. Special tutoring during the school day for handicapped students.
__24. More interaction between teachers and parents.
__25. Differentiated staff (team teaching).

Not listed, but important:

26. _____

27. _____

28. _____

29. _____

30. _____

# APPENDIX B

# WORKSHOPS--DOCUMENTATION

TABLE 16 Workshop A N = 11

Tabulated Responses to Entry Level Questionnaire

1. Which statement best describes the extent of your formal training in:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. Learning Disabilities? | | |
| A. 2 weeks or longer | | |
| B. workshop 7 to 10 days full time | 3 | |
| C. workshop, 5 days | 6 | |
| D. several inservices | 2 | |
| E. none | | |
| b. Individualized Instruction? | | |
| A. 2 weeks or longer | 2 | |
| B. workshop 7 to 10 days full time | 4 | |
| C. workshop 5 days | 4 | |
| D. several inservices | 1 | |
| E. none | | |

2. Which of the categories best describes the general attitude toward handicapped students of:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. yourself? | | |
| A. very favorable | 3 | |
| B. quite favorable | 7 | |
| C. fifty/fifty | 1 | |
| D. quite unfavorable | | |
| E. very unfavorable | | |
| b. teachers in your school? | | |
| A. very favorable | | |
| B. quite favorable | 5 | |
| C. fifty/fifty | 6 | |
| D. quite unfavorable | | |
| E. very unfavorable | | |

3. Is your class a part of continuous progress in your school?

| | Teachers' Responses Regular | Special Education |
|---|---|---|
| Yes | 8 | |
| No | 2 | |
| No class | 1 | |

TABLE 16 Continued Workshop A N = 11

Tabulated Responses to Entry Level Questionnaire

4. To what extent did you utilize individualized instruction last year?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. all of the time | 4 | |
| B. most of the time | 6 | |
| C. about half of the time | | |
| D. slightly less than half of the time | | |
| E. not at all | 1 | |

5. Did you have any identified handicapped children in your class?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. 4 or more | 1 | |
| B. 3 children | 2 | |
| C. 2 children | 3 | |
| D. 1 child | 3 | |
| E. none | 2 | |

TABLE 17 Worshop Group B N = 14

Tabulated Responses to Entry Level Questionnaire

1. Which statement best describes the extent of your formal training in:

| | Teachers' Responses: | |
|---|---|---|
| a. Learning Disabilities? | Regular | Special Education |
| A. 2 weeks or longer | | |
| B. workshop 7 to 10 days full time | 1 | |
| C. workshop, 5 days | 5 | |
| D. several inservices | 8 | |
| E. none | | |
| b. Individualized Instruction? | | |
| A. 2 weeks or longer | | |
| B. workshop 7 to 10 days full time | 11 | |
| C. workshop 5 days | 3 | |
| D. several inservices | | |
| E. none | | |

2. Which of the categories best describes the general attitude toward handicapped students of:

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| a. yourself? | | |
| A. very favorable | 10 | |
| B. quite favorable | 4 | |
| C. fifty/fifty | | |
| D. quite unfavorable | | |
| E. very unfavorable | | |
| b. teachers in your school? | | |
| A. very favorable | | |
| B. quite favorable | 9 | |
| C. fifty/fifty | 5 | |
| D. quite unfavorable | | |
| E. very unfavorable | | |

3. Is your class a part of continuous progress in your school?

| | Teachers' Responses | |
|---|---|---|
| | Regular | Special Education |
| Yes | 14 | |
| No | | |
| No class | | |

TABLE 17 Continued Workshop B N = 14

Tabulated Responses to Entry Level Questionnaire

4. To what extent did you utilize individualized instruction last year?

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| A. all of the time | 11 | |
| B. most of the time | 3 | |
| C. about half of the time | | |
| D. slightly less than half of the time | | |
| E. not at all | | |

5. Did you have any identified handicapped children in your class?

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| A. 4 or more | 1 | |
| B. 3 children | | |
| C. 2 children | 3 | |
| D. 1 child | 3 | |
| E. none | 7 | |

TABLE 17 Workshop C N = 20

Tabulated Responses to Entry Level Questionnaire

1. Which statement best describes the extent of your formal training in:

| | Teachers' Responses: | |
|---|---|---|
| a. Learning Disabilities? | Regular | Special Education |
| A. 2 weeks or longer | | |
| B. workshop 7 to 10 days full time | 1 | |
| C. workshop, 5 days | 5 | |
| D. several inservices | 14 | |
| E. none | | |
| b. Individualized Instruction? | | |
| A. 2 weeks or longer | 2 | |
| B. workshop 7 to 10 days full time | 8 | |
| C. workshop 5 days | 10 | |
| D. several inservices | | |
| E. none | | |

2. Which of the categories best describes the general attitude toward handicapped students of:

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| a. yourself? | | |
| A. very favorable | 7 | |
| B. quite favorable | 10 | |
| C. fifty/fifty | 3 | |
| D. quite unfavorable | | |
| E. very unfavorable | | |
| b. teachers in your school? | | |
| A. very favorable | 2 | |
| B. quite favorable | 13 | |
| C. fifty/fifty | 4 | |
| D. quite unfavorable | 1 | |
| E. very unfavorable | | |

3. Is your class a part of continuous progress in your school?

| | Teachers' Responses | |
|---|---|---|
| | Regular | Special Education |
| Yes | 16 | |
| No | 2 | |
| No class | 2 | |

TABLE 18 Continued  Workshop Group C  N = 20

Tabulated Responses to Entry Level Questionnaire

4. To what extent did you utilize individualized instruction last year?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. all of the time | 8 | |
| B. most of the time | 6 | |
| C. about half of the time | 2 | |
| D. slightly less than half of the time | 1 | |
| E. not at all | 3 | |

5. Did you have any identified handicapped children in your class?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. 4 or more | | |
| B. 3 children | | |
| C. 2 children | 2 | |
| D. 1 child | 12 | |
| E. none | 6 | |

TABLE 19 Workshop Group D N = 21

Tabulated Responses to Entry Level Questionnaire

1. Which statement best describes the extent of your formal training in:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. Learning Disabilities? | | |
| A. 2 weeks or longer | 3 | |
| B. workshop 7 to 10 days full time | 6 | |
| C. workshop, 5 days | 6 | |
| D. several inservices | 4 | |
| E. none | 2 | |
| b. Individualized Instruction? | | |
| A. 2 weeks or longer | 5 | |
| B. workshop 7 to 10 days full time | 8 | |
| C. workshop 5 days | 8 | |
| D. several inservices | | |
| E. none | | |

2. Which of the categories best describes the general attitude toward handicapped students of:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. yourself? | | |
| A. very favorable | 9 | |
| B. quite favorable | 11 | |
| C. fifty/fifty | 1 | |
| D. quite unfavorable | | |
| E. very unfavorable | | |
| b. teachers in your school? | | |
| A. very favorable | 1 | |
| B. quite favorable | 6 | |
| C. fifty/fifty | 12 | |
| D. quite unfavorable | 2 | |
| E. very unfavorable | | |

3. Is your class a part of continuous progress in your school?

| | Teachers' Responses Regular | Special Education |
|---|---|---|
| Yes | 19 | |
| No | | |
| No class | 2 | |

TABLE 19 Continued Workshop Group D N = 21

Tabulated Responses to Entry Level Questionnaire

4. To what extent did you utilize individualized instruction last year?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. all of the time | 9 | |
| B. most of the time | 7 | |
| C. about half of the time | 3 | |
| D. slightly less than half of the time | | |
| E. not at all | 2 | |

5. Did you have any identified handicapped children in your class?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. 4 or more | 2 | |
| B. 3 children | | |
| C. 2 children | 3 | |
| D. 1 child | 14 | |
| E. none | 2 | |

TABLE 20 Workshop Group E N = 16

Tabulated Responses to Entry Level Questionnaire

1. Which statement best describes the extent of your formal training in:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. Learning Disabilities? | | |
| A. 2 weeks or longer | | |
| B. workshop 7 to 10 days full time | 3 | |
| C. workshop, 5 days | 4 | |
| D. several inservices | 8 | |
| E. none | 1 | |
| b. Individualized Instruction? | | |
| A. 2 weeks or longer | 1 | |
| B. workshop 7 to 10 days full time | 9 | |
| C. workshop 5 days | 5 | |
| D. several inservices | 1 | |
| E. none | | |

2. Which of the categories best describes the general attitude toward handicapped students of:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. yourself? | | |
| A. very favorable | 7 | |
| B. quite favorable | 2 | |
| C. fifty/fifty | 7 | |
| D. quite unfavorable | | |
| E. very unfavorable | | |
| b. teachers in your school? | | |
| A. very favorable | | |
| B. quite favorable | 1 | |
| C. fifty/fifty | 5 | |
| D. quite unfavorable | 10 | |
| E. very unfavorable | | |

3. Is your class a part of continuous progress in your school?

| | Teachers' Responses Regular | Special Education |
|---|---|---|
| Yes | 15 | |
| No | | |
| No class | 1 | |

TABLE 20 Continued Workshop Group E N = 16

Tabulated Responses to Entry Level Questionnaire

4. To what extent did you utilize individualized instruction last year?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. all of the time | 15 | |
| B. most of the time | | |
| C. about half of the time | | |
| D. slightly less than half of the time | | |
| E. not at all | 1 | |

5. Did you have any identified handicapped children in your class?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. 4 or more | 1 | |
| B. 3 children | 1 | |
| C. 2 children | 9 | |
| D. 1 child | 4 | |
| E. none | 1 | |

TABLE 21 SSS Group N=11

Tabulated Responses to Entry Level Questionnaire

1. Which statement best describes the extent of your formal training in:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. Learning Disabilities? | | |
| A. 2 weeks or longer | | 9 |
| B. workshop 7 to 10 days full time | | 1 |
| C. workshop, 5 days | | 1 |
| D. several inservices | | |
| E. none | | |
| b. Individualized Instruction? | | |
| A. 2 weeks or longer | | 1 |
| B. workshop 7 to 10 days full time | | |
| C. workshop 5 days | | 6 |
| D. several inservices | | 4 |
| E. none | | |

2. Which of the categories best describes the general attitude toward handicapped students of:

| | Teachers' Responses: Regular | Special Education |
|---|---|---|
| a. yourself? | | |
| A. very favorable | | 11 |
| B. quite favorable | | |
| C. fifty/fifty | | |
| D. quite unfavorable | | |
| E. very unfavorable | | |
| b. teachers in your school? | | |
| A. very favorable | | |
| B. quite favorable | | 4 |
| C. fifty/fifty | | 5 |
| D. quite unfavorable | | |
| E. very unfavorable | | 2 |

3. Is your class a part of continuous progress in your school?

| | Teachers' Responses Regular | Special Education |
|---|---|---|
| Yes | | 8 |
| No | | 3 |
| No class | | |

TABLE 21 Continued SSS Group n=11

Tabulated Responses to Entry Level Questionnaire

4. To what extent did you utilize individualized instruction last year?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. all of the time | | 7 |
| B. most of the time | | 4 |
| C. about half of the time | | |
| D. slightly less than half of the time | | |
| E. not at all | | |

5. Did you have any identified handicapped children in your class?

| | Teachers' Responses: | |
|---|---|---|
| | Regular | Special Education |
| A. 4 or more | | 11 |
| B. 3 children | | |
| C. 2 children | | |
| D. 1 child | | |
| E. none | | |

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## WORKSHOP EVALUATION

Workshop Attended_____ Date_____

Teaching Assignment: Grade or Subject Area_____ School_____

Please CIRCLE one of the choices for each statement

1. Description of the workshop was:

   Accurate  Moderately Accurate  Inaccurate

   Comment:_____

2. The leader was:

   Well-Prepared  Adequately Prepared  Poorly Prepared

3. I will be able to apply what I learned:

   Frequently  Sometimes  Never

4. The topic met my needs in this area:

   Above Average  Average  Below Average

   Additional needs on this topic area:_____

5. The size of the group made the workshop:

   Effective  Ineffective  Had no influence

6. The composition of the group made the workshop:

   Effective  Ineffective  Had no influence

7. I would like a follow-up workshop on this topic: Yes No

8. I would recommend this workshop to others: Yes No

List one positive idea you gained from this workshop: _____

_____

Please schedule workshops on the following topics: _____

_____

Table 22

Summary of Workshop Evaluations

| | Regular N = 77 | Special N = 13 | Total N = 90 |
|---|---|---|---|
| 1. Description of workshop: | | | |
| Accurate | 70 | 8 | 78 |
| Moderately accurate | 7 | 5 | 12 |
| Inaccurate | 0 | 0 | 0 |
| 2. The leader was: | | | |
| Well-prepared | 68 | 11 | 79 |
| Adequately prepared | 12 | 2 | 14 |
| Poorly prepared | 0 | 0 | 0 |
| 3. I will be able to apply what I learned: | | | |
| Frequently | 54 | 10 | 64 |
| Sometimes | 23 | 3 | 26 |
| Never | 0 | 0 | 0 |
| 4. The topic met my needs: | | | |
| Above average | 34 | 6 | 40 |
| Average | 40 | 7 | 47 |
| Below average | 3 | 0 | 3 |
| 5. The size of the group made the workshop: | | | |
| Effective | 47 | 8 | 55 |
| Ineffective | 0 | 0 | 0 |
| No influence | 30 | 5 | 35 |

Table 22 (Continued)

| | Regular N = 77 | Special N = 13 | Total N = 90 |
|---|---|---|---|
| 6. The composition of the group made the workshop: | | | |
| Effective | 52 | 8 | 60 |
| Ineffective | 0 | 0 | 0 |
| No influence | 25 | 5 | 30 |
| 7. I would like a follow-up workshop on this topic: | | | |
| Yes | 62 | 10 | 75 |
| No | 12 | 3 | 15 |
| 8. I would recommend this workshop: | | | |
| Yes | 76 | 13 | 89 |
| No | 1 | 0 | 1 |

## QUOTES FROM WORKSHOP EVALUATIONS

List one positive idea you gained from this workshop:

- Gained a knowledge of techniques to use such as shuffle board with broom and brush.
- A tense child may be an LD, and some other symptoms to identify the problems.
- Instructor gave me help in planning strategies in my classroom.
- To be more observant and less persistent in my demands.
- Patience and understanding.
- Additional awareness of motor skills and ways of treating the LD child.
- There is hope for the LD child.
- Information on spatial perception and remediation of LD problems.
- The movies made me more aware of how to tackle the situation.
- The use of film in showing descriptions of certain defects when you have no idea of how to describe such a child.
- Much information on LD and remediations.
- Diagnosis, reinforcement and remediation possible.
- Application for remediation (of examples given) in regular class.
- Never be afraid to try the unconventional for remediation.
- Can't be too creative.
- Importance of keeping a record of behavior.
- Filmstrips were useful and bear reviewing during the year.
- Though the classroom teacher cannot totally remediate a disabled child, can do more to help the child.
- I have changed my viewpoint on mainstreaming.
- Exercises and ideas for body relationships in space.
- My antenna has been sensitized to signals I've previously overlooked.

TABLE 23

Item Analysis of Pretest/Posttest Survey by Workshop Group

| N = 11 Workshop Group: A | Pretest | | | | | | | | | | | | | | | Posttest | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Response on Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Strongly Disagree 1 | 4 | 2 | 3 | | | | 2 | 7 | | | | | | | 1 | 1 | | | | | | 1 | 5 | | | | | 1 | | |
| Somewhat Disagree 2 | 4 | 2 | 3 | 5 | | | 3 | 3 | 3 | | | 5 | 2 | 2 | 2 | 2 | 2 | | 4 | | | 1 | | | | | | 1 | | |
| Non-committed 3 | 3 | 3 | 4 | 1 | 2 | | | 1 | 3 | 8 | 4 | 4 | 3 | 4 | 3 | | 3 | 4 | | | | 1 | 1 | 3 | | | | | 1 | |
| Somewhat Agree 4 | | 4 | 1 | 3 | 6 | 5 | 6 | | 5 | 2 | 5 | | 2 | 3 | 1 | 2 | 5 | 3 | | 2 | | 3 | 1 | 2 | 6 | 5 | | 3 | 4 | 3 |
| Strongly Agree 5 | | | | 2 | 3 | 6 | | | | 1 | 2 | 2 | 4 | 2 | 4 | 6 | 1 | 4 | 7 | 9 | 11 | 5 | 4 | 6 | 5 | 6 | 11 | 6 | 6 | 8 |

| N=14 Workshop Group B | Pretest | | | | | | | | | | | | | | | Posttest | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Response on Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Strongly Disagree 1 | 4 | 3 | 7 | 2 | | | 3 | 2 | | | 2 | 5 | | | 1 | 1 | | | 5 | | | 5 | 1 | | | | | | | |
| Somewhat Disagree 2 | 10 | 3 | 4 | 8 | | | 1 | 7 | | | 2 | 3 | 2 | 4 | 1 | 3 | 2 | | 1 | | | | 5 | | | | 2 | | | |
| Non-committed 3 | | 3 | 3 | 4 | 4 | | 3 | 3 | 1 | | 3 | | 3 | | 4 | 1 | | 6 | | | | | | 1 | | | | | | 2 |
| Somewhat Agree 4 | | 5 | | | 6 | 9 | 2 | 2 | 8 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 3 | 8 | 3 | 4 | | 4 | 2 | 4 | | 4 | | 8 | 3 | 4 |
| Strongly Agree 5 | | | | | 4 | 5 | 5 | | 5 | 10 | 3 | 4 | 5 | 6 | 6 | 5 | 9 | | 5 | 10 | 14 | 5 | 6 | 9 | 14 | 10 | 12 | 6 | 11 | 8 |

TABLE 24

Item Analysis of Pretest/Posttest Survey by Workshop Group

| Workshop Group: | Pretest N =20 | | | | | | | | | | | | | | | Posttest N = 19 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Response on Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Strongly Disagree 1 | 8 | 3 | 7 | 4 | | | 2 | | | | | | | 3 | 5 | | | 3 | | | | | | | | | | | | |
| Somewhat Disagree 2 | | 5 | | 5 | | | 11 | 9 | | | 10 | 4 | | | 7 | 4 | | 3 | 2 | | | 4 | 4 | | | | | | | 4 |
| Non-committed 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Somewhat Agree 4 | 2 | 3 | 2 | 7 | 6 | 7 | 4 | 8 | 4 | 2 | | 2 | 12 | 12 | 4 | 2 | 7 | 5 | 3 | 2 | 3 | 2 | 3 | 5 | | | | 8 | 3 | 9 |
| Strongly Agree 5 | | | | 1 | 8 | 10 | | | 13 | 15 | 7 | 11 | 5 | 5 | 3 | 6 | 10 | 9 | 9 | 15 | 14 | 11 | 10 | 12 | 17 | 17 | 17 | 9 | 14 | 4 |

| Workshop Group | Pretest N = 21 | | | | | | | | | | | | | | | Posttest N = 21 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Response on Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Strongly Disagree 1 | 10 | 5 | | 4 | | | 3 | | | | 7 | | | 8 | 6 | | 1 | 3 | | | 3 | | | | | | | | | 3 |
| Somewhat Disagree 2 | 5 | 6 | 4 | 3 | 4 | | 8 | 11 | | 5 | 6 | 2 | 5 | | 7 | 3 | 2 | 3 | 1 | | 4 | 5 | | | | | | 2 | | 2 |
| Non-committed 3 | 1 | | 6 | | | | 3 | | | 8 | 7 | 1 | | | | 1 | 1 | | | | 1 | | | | | | | | 1 |
| Somewhat Agree 4 | 5 | 5 | 3 | 9 | 5 | 11 | 4 | 7 | 12 | 2 | 3 | 7 | 10 | 11 | 5 | 7 | 9 | 12 | 10 | 5 | 9 | 7 | 4 | 7 | 16 | 9 | 3 | 9 | 2 | 6 |
| Strongly Agree 5 | | | 3 | | | 12 | 10 | 6 | | 9 | 6 | 5 | 4 | 6 | 10 | 5 | 4 | 9 | 5 | 7 | 16 | 12 | 10 | 8 | 14 | 5 | 12 | 18 | 10 | 19 | 9 |

TABLE 25

Item Analysis of Pretest/Posttest Survey by Workshop Group

N = 15

| Workshop Group: E | Pretest | | | | | | | | | | | | | | | Posttest | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Response on Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Strongly Disagree 1 | 4 | 3 | 6 | 5 | | | 3 | 8 | | | | 2 | | | 3 | 1 | 1 | | 3 | | | 4 | | | | | | | | |
| Somewhat Disagree 2 | 3 | 5 | 6 | 2 | | 2 | 2 | 5 | | 4 | | 3 | 3 | | 4 | 4 | 3 | | 4 | | | 4 | | | | | 2 | | | 3 |
| Non-committed 3 | 5 | | 3 | | | | 1 | | | | 1 | 1 | | | 1 | 1 | 2 | | | | | | | | | | 1 | | | |
| Somewhat Agree 4 | | 4 | 2 | 1 | | 9 | 8 | 6 | 3 | 8 | 5 | 6 | 3 | 4 | 5 | 2 | 6 | 4 | 10 | 3 | 5 | 3 | 6 | 5 | | 5 | 6 | | 7 | | 4 |
| Strongly Agree 5 | | | 1 | | 3 | 7 | 6 | 4 | | 8 | 7 | 9 | 7 | 9 | 11 | 6 | 3 | 5 | 5 | 5 | 10 | 12 | 9 | 2 | 15 | 10 | 9 | 12 | 8 | 15 | 8 |

N = 11

| Workshop Group SSS | Pretest | | | | | | | | | | | | | | | Posttest | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Response on Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Strongly Disagree 1 | 10 | 4 | | | | | | 9 | | | | | | | | 5 | 1 | | | | | | 2 | | | | | | | |
| Somewhat Disagree 2 | 1 | 3 | 1 | | | | | 2 | | | | | | | | 3 | 2 | | | | | | | | | | | | | |
| Non-committed 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Somewhat Agree 4 | | | 3 | 3 | 3 | | 5 | | | | 2 | | | | 6 | 2 | 3 | 5 | 1 | | | 1 | | | | | | | | |
| Strongly Agree 5 | | 4 | 7 | 8 | 8 | 11 | 6 | | 11 | 11 | 9 | 11 | 11 | 11 | 5 | 1 | 5 | 6 | 10 | 11 | 11 | 10 | 9 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |

TABLE 26

REPORT OF PRE/POST SURVEY FROM WORKSHOPS

| A | | B | | C | | D | | E | | SSS | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PRE | POST | PRE | POST | PRE | POST | PRE | POST | PRE | POST | PRE | POST |
| 11 | 11 | 14 | 14 | 20 | 19 | 21 | 21 | 16 | 15 | | |
| 45 | 62 | 52 | 61 | 55 | 66 | 49 | 60 | 49 | 64 | 64 | 68 |
| 55 | 60 | 45 | 63 | 55 | 66 | 50 | 61 | 51 | 63 | 63 | 73 |
| 45 | 65 | 51 | 69 | 53 | 67 | 51 | 63 | 49 | 64 | 60 | 71 |
| 43 | 60 | 52 | 60 | 50 | 64 | 50 | 64 | 52 | 60 | 66 | 72 |
| 53 | 60 | 50 | 61 | 56 | 64 | 53 | 64 | 54 | 64 | 64 | 66 |
| 42 | 67 | 47 | 68 | 45 | 45 | 52 | 67 | 54 | 60 | 63 | 67 |
| 46 | 63 | 51 | 68 | 47 | 68 | 49 | 66 | 48 | 64 | 61 | 70 |
| 55 | 61 | 50 | 60 | 54 | 65 | 48 | 64 | 51 | 66 | 62 | 71 |
| 40 | 67 | 52 | 69 | 48 | 67 | 52 | 61 | 54 | 65 | 64 | 72 |
| 50 | 65 | 45 | 62 | 52 | 69 | 52 | 65 | 54 | 64 | 60 | 68 |
| 44 | 68 | 51 | 62 | 50 | 65 | 50 | 60 | 50 | 65 | 63 | 68 |
| | | 50 | 61 | 48 | 63 | 51 | 66 | 55 | 68 | | |
| | | 44 | 60 | 47 | 72 | 52 | 60 | 52 | 65 | | |
| | | 45 | 68 | 56 | 69 | 50 | 65 | 47 | 64 | | |
| | | | | 54 | 66 | 51 | 64 | 49 | 61 | | |
| | | | | 54 | 64 | 49 | 62 | 50 | | | |
| | | | | 55 | 65 | 48 | 60 | | | | |
| | | | | 54 | 68 | 49 | 60 | | | | |
| | | | | 45 | 45 | 51 | 62 | | | | |
| | | | | 45 | | 50 | 63 | | | | |
| | | | | | | 51 | 65 | | | | |

# APPENDIX C

## EVALUATION--DOCUMENTATION

Follow-up Survey

Dear_____:

I enjoyed your participation in last summer's workshop for Regular Classroom Teachers. Please respond to the questionnaire below so that we can better evaluate our efforts.

Thank you,
Sara Levin

1. What aspect of the workshop do you remember best?

_____

2. To what degree have you personally been able to use any of the knowledge gained in the workshop?_____

_____

3. Have you used the knowledge: with the whole class in general?_____
with one student in particular?_____
with two students?_____
with three students?_____
with four or more students?_____

4. Have you shared information from the workshop with:

the principal?_____
one teacher informally?_____
two or more teachers informally?_____
in a formal inservice session at your school?_____

5. How many times have you been in contact with your special education teacher during this school year?_____

Does this represent more?_____or less?___ times than last year.
Has your contact this year occurred concerning:
students identified and being served?_____
students identified but awaiting service?_____
students needing special education, but not identified?_____
need for ideas or materials for teaching concepts to a group?_____
other reasons. (Please specify)_____

6. Have you registered for any courses since taking the workshop?_____
Name of course (s)_____

7. Would you attend a Board of Education course this year if offered, on the problems of learning or behavior in children?_____
Hours per day_____ Days of week_____ Number of weeks_____

8. Use the back of this sheet to make general comments or to request special assistance concerning problems in your classroom related to special education students.

Name_____ School_____

FOLLOW-UP SURVEY

Quotations from Follow-up Survey:

"Some."

"Will help in conversations with special education teachers."

"There is not a child who could not benefit from some aspect of this program."

"I found the course to be extremely helpful."

"Many of the questions I came to class with have been answered.

"I feel a little better about how I can help the children in my class next year."

"I plan to continue work and study in this field."

"I would certainly take more courses if available this summer."

"I have changed my viewpoint on mainstreaming and if this is to be the procedure in the future, I think more classroom teachers will have to be knowledgeable."

"A gread deal with two kids."

"Used it in identification and referrals."

Area C PPS & SE

STUDENT INTERVIEW

Name of student_____

1. Do you like your classroom? yes no

   Comments_____

2. What could be done to make your class better?

   _____

   _____

3. Who are your friends in class? (Number_____)

   Comments_____

4. Who do you play with after school?

   Classmates_____

   Relatives_____

   Other_____

TEACHER REACTION

1. Days attendance 10/27 to 12/19/76_____
2. Behavior in class: adequate inadequate
3. Behavior outside of classroom (lunchroom, recess, assembly, etc.)
   adequate inadequate
4. Relationship to peer group: adequate inadequate

Comments concerning progress, behavior, etc._____

_____

BOARD OF EDUCATION
City of Chicago
OFFICE OF AREA C
5025 North Laramie Avenue
Chicago, Illinois 60630
Telephone 282-9272

JAMES F. REDMOND
General Superintendent of Schools

MANFORD BYRD, JR.
Deputy Superintendent of Schools

ANGELINE P. CARUSO
Area Associate Superintendent

PETRA HARRIS, Director
Pupil Personnel —
Special Education

December 4, 1975

Dear Parent:

This fall, in our efforts to better understand the needs of students within our area, we provided an alternative instructional program to maintain your child in the regular classroom. A careful study of your child's case was made and the evidence indicated that with appropriate supportive service, your child could benefit and remain with his/her peers.

Please answer the questions below so that we may have your evaluation of this program. Please return your response today. Make any additional comments that you wish. We appreciate your concerns and interest in our programs.

Very truly yours,

Petra Harris

Director, Pupil Personnel Services
and Special Education

PH/ml

| | | Circle your answer: | |
|---|---|---|---|
| 1. | Do you feel that you understand this program? | yes | no |
| 2. | Has this program helped your child? | yes | no |
| 3. | Has your child's behavior improved this year? | yes | no |
| 4. | Does your child like school better this year? | yes | no |
| 5. | Does your child seem more successful in school this year? | yes | no |

Comments:

May we visit your home if you desire? _____

Please use the enclosed envelope. Thank you. Petra Harris

BOARD OF EDUCATION OF BALTIMORE COUNTY, TOWSON, MARYLAND 21204
Research Rating Sheet Developed by Dr. Paul J. Arend, 1970

ADMINISTRATIVE FORM FOR TEACHER EFFECTIVENESS RATING

( AFTER )

Teacher: _____ Date: _____

The following categories of effectiveness for rating were provided from a summary of the major findings of a series of investigations.* Teacher effectiveness should be rated in relation to all teachers.

CIRCLE the most appropriate response:
1 = Ineffective 2 = Fairly Effective 3 = Effective 4 = Most Effective
5 = Outstandingly Effective

| CATEGORIES OF EFFECTIVENESS | RATING |
|---|---|
| I. Personality Traits | |
| 1. Buoyancy - Surgency, optimism, enthusiasm, cheerfulness, gregariousness, unsuspiciousness and uninhibitedness, carefreeness, talkativeness, sense of humor, pleasantness, vivaciousness, alertness, wittiness. | 1 2 3 4 5 |
| 2. Considerateness - Concern for the feelings and well being of others, tolerance, sympathy, understanding, unselfishness, patience, helpfulness, friendliness, easy goingness, geniality, generousness, warm-heartedness, thoughtfulness, kindliness. | 1 2 3 4 5 |
| 3. Cooperativeness - Proneness toward joint action, willingness to share responsibility, readiness to work with others, respect for others, helpfulness when things need to be done, agreeable to work with others, a good team worker. | 1 2 3 4 5 |
| 4. Dependability - Reliability, loyalty, honesty, punctuality, responsibility, conscientiousness, accuracy, painstakingness, trustworthiness, sincerity. | 1 2 3 4 5 |
| 5. Emotional Stability - Realism in facing life's problems, freedom from emotional tensions, not easily upset, poised, self-controlled, relaxed, steady, unhurried, consistant. | 1 2 3 4 5 |
| 6. Ethicalness - Good taste, modesty, morality, conventionality, cultural polish, refinement. | 1 2 3 4 5 |

* Avril S. Barr, "Teacher Effectiveness and Its Correlates," (Chapter XII), Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness, (Madison, Wisconsin: Dembar Publications, Inc., 1961), pp. 134 - 152.

( AFTER ) 2

7. Expressiveness - Skill in communication, responsiveness, verbal fluency, articulateness, agreeableness of voice, good inflection, audibility. 1 2 3 4 5

8. Flexibility - Capacity for approaching things in a novel way, imaginativeness, adaptability, inventiveness, initiativeness, originality, creativeness, enterprisingness, resourcefulness. 1 2 3 4 5

9. Forcefulness - Ascendance, dominance, confidence, independence, self-sufficiency, self-reliance, persistence, purposefulness, intending to accomplish, persuasiveness, commanding respect. 1 2 3 4 5

10. Judgment - Wisdom in the selection of appropriate courses of action, discretion in dealing with others, foresight, common sense, clearheadedness. 1 2 3 4 5

11. Mental Alertness - Brightness, intelligence, academic aptitude, capacity for thinking, power to comprehend. 1 2 3 4 5

12. Objectivity - Fairness, impartiality, open-mindedness, freedom from prejudice, use of factual evidence in making criticisms and decisions. 1 2 3 4 5

13. Personal Magnetism - Attractively dressed, good physique, absence of distracting physical defects, absence of distracting mannerisms, cleanliness, posture, personal charm, appearance. 1 2 3 4 5

14. Physical Energy and Drive - Readiness for action, drive, physical vigor and energy, determination, desire to get things done, vitality, endurance. 1 2 3 4 5

15. Scholarliness - Scholastic aptitude, thorough knowledge of subject, being well informed on many subjects, high verbal aptitude, widley read, literateness. 1 2 3 4 5

II. Skills in Teaching

1. Identifying pupil needs 1 2 3 4 5

2. Setting and defining goals 1 2 3 4 5

3. Creating favorable mind sets, readiness, motivation 1 2 3 4 5

4. Choosing learning experiences 1 2 3 4 5

5. Directing the learning process 1 2 3 4 5

( AFTER ) 3

| | | | | | |
|---|---|---|---|---|---|
| 6. Using learning aids | 1 | 2 | 3 | 4 | 5 |
| 7. Teacher - pupil relations | 1 | 2 | 3 | 4 | 5 |
| 8. Appraising pupil growth and achievement | 1 | 2 | 3 | 4 | 5 |
| 9. Appraising management | 1 | 2 | 3 | 4 | 5 |
| 10. Developing suitable work habits | 1 | 2 | 3 | 4 | 5 |
| 11. Use of language and other media of communication | 1 | 2 | 3 | 4 | 5 |
| III. Knowledges in | | | | | |
| 1. Child behavior, development and learning | 1 | 2 | 3 | 4 | 5 |
| 2. Subject taught or activity directed | 1 | 2 | 3 | 4 | 5 |
| 3. Professional practices and techniques | 1 | 2 | 3 | 4 | 5 |
| 4. General cultural background | 1 | 2 | 3 | 4 | 5 |
| 5. Scholarship | 1 | 2 | 3 | 4 | 5 |
| IV. Interests in | | | | | |
| 1. Pupils | 1 | 2 | 3 | 4 | 5 |
| 2. Subject taught or activity directed | 1 | 2 | 3 | 4 | 5 |
| 3. Teaching and related professional activities | 1 | 2 | 3 | 4 | 5 |
| 4. School and extra-curricular activities | 1 | 2 | 3 | 4 | 5 |
| 5. Community | 1 | 2 | 3 | 4 | 5 |
| 6. Self-improvement | 1 | 2 | 3 | 4 | 5 |
| 7. Social attitudes and values | 1 | 2 | 3 | 4 | 5 |

Table 27

Ratings of Teachers Using Administrative Form for Teacher Effectiveness Rating (AFTER)

| | Self-Ratings Special Teachers | | | | Ratings by Practicum Practitioner | | | | Ratings by Consultants | | | | Ratings by Principals: Special Education Teachers | | | | Ratings by Principals: Regular Classroom Teachers | | | | Ratings by Principals: Self-Ratings Regular Teachers | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| A* | 61 | 52 | 21 | 35 | 70 | 55 | 25 | 30 | 70 | 55 | 25 | 31 | 69 | 52 | 24 | 31 | 70 | 50 | 25 | 33 | 50 | 42 | 17 | 19 |
| A* | | | | | | | | | | | | | 70 | 52 | 25 | 32 | 71 | 55 | 25 | 35 | 61 | 40 | 21 | 35 |
| B | 56 | 38 | 18 | 26 | 69 | 52 | 25 | 33 | 66 | 46 | 20 | 29 | 69 | 53 | 24 | 34 | 70 | 51 | 21 | 32 | 56 | 49 | 18 | 26 |
| C | 41 | 33 | 13 | 15 | 64 | 48 | 22 | 29 | 62 | 50 | 22 | 29 | 59 | 49 | 22 | 26 | 70 | 46 | 21 | 32 | 41 | 38 | 13 | 15 |
| D | 45 | 26 | 13 | 15 | 59 | 50 | 25 | 26 | 60 | 49 | 20 | 29 | 74 | 54 | 25 | 35 | (1)74 | 55 | 25 | 35 | 35 | 26 | 13 | 15 |
| | | | | | | | | | | | | | | | | | (2)71 | 55 | 25 | 35 | 64 | 48 | 22 | 29 |
| E | 69 | 52 | 24 | 33 | 75 | 52 | 25 | 34 | 75 | 55 | 24 | 33 | 64 | 48 | 22 | 30 | 73 | 55 | 25 | 31 | 69 | 52 | 24 | 33 |
| F | 57 | 43 | 23 | 26 | 59 | 49 | 22 | 26 | 59 | 46 | 21 | 26 | 72 | 52 | 25 | 32 | 70 | 49 | 25 | 33 | 59 | 44 | 22 | 26 |
| G | 66 | 48 | 20 | 29 | 69 | 51 | 23 | 31 | 70 | 53 | 25 | 30 | 70 | 50 | 24 | 31 | (1)71 | 47 | 23 | 33 | 64 | 48 | 22 | 29 |
| | | | | | | | | | | | | | | | | | (2)74 | 51 | 24 | 35 | 64 | 53 | 24 | 34 |
| H** | 64 | 48 | 22 | 29 | 70 | 50 | 25 | 33 | 68 | 49 | 24 | 31 | 71 | 55 | 24 | 32 | 74 | 55 | 25 | 35 | 59 | 44 | 18 | 26 |
| H** | | | | | | | | | | | | | 73 | 54 | 24 | 30 | 74 | 53 | 23 | 35 | 37 | 33 | 13 | 16 |
| I | 69 | 51 | 23 | 31 | 70 | 51 | 21 | 32 | 70 | 51 | 22 | 33 | 72 | 53 | 21 | 29 | 75 | 55 | 25 | 35 | 69 | 42 | 21 | 33 |
| Mean | 4.4 | 3.9 | 3.9 | 3.1 | 4.5 | 4.6 | 4.7 | 4.3 | 4.4 | 4.6 | 4.5 | 4.3 | 4.6 | 4.7 | 4.7 | 4.4 | 4.8 | 4.7 | 4.8 | 4.8 | 3.7 | 3.9 | 4.2 | 3.7 |

*Same teacher
*Same teacher

Severn Sands, Box 228, Route 6
Severn, Maryland 21144
March 1, 1976

Mr. Petra Harris
946 East 48 Street
Chicago, Illinois 60615

Dear Mr. Petra:

Please feel free to utilize my "Administrative Form for Teacher Effectiveness Rating" (AFTER) for your study. I would appreciate a copy of any results.

Enclosed is a copy of AFTER and selected data from my dissertation pertinent to the use of that form. I will be attending the International Convention, Council for Exceptional Children, in Chicago, April 7 through April 9, 1976, and be staying at the Blackstone Hotel. You can contact me there should you wish to discuss AFTER further.

Sincerely,

Paul J. Arend

Paul J. Arend, Ed.D.
Educational Consultant

PJA/gan

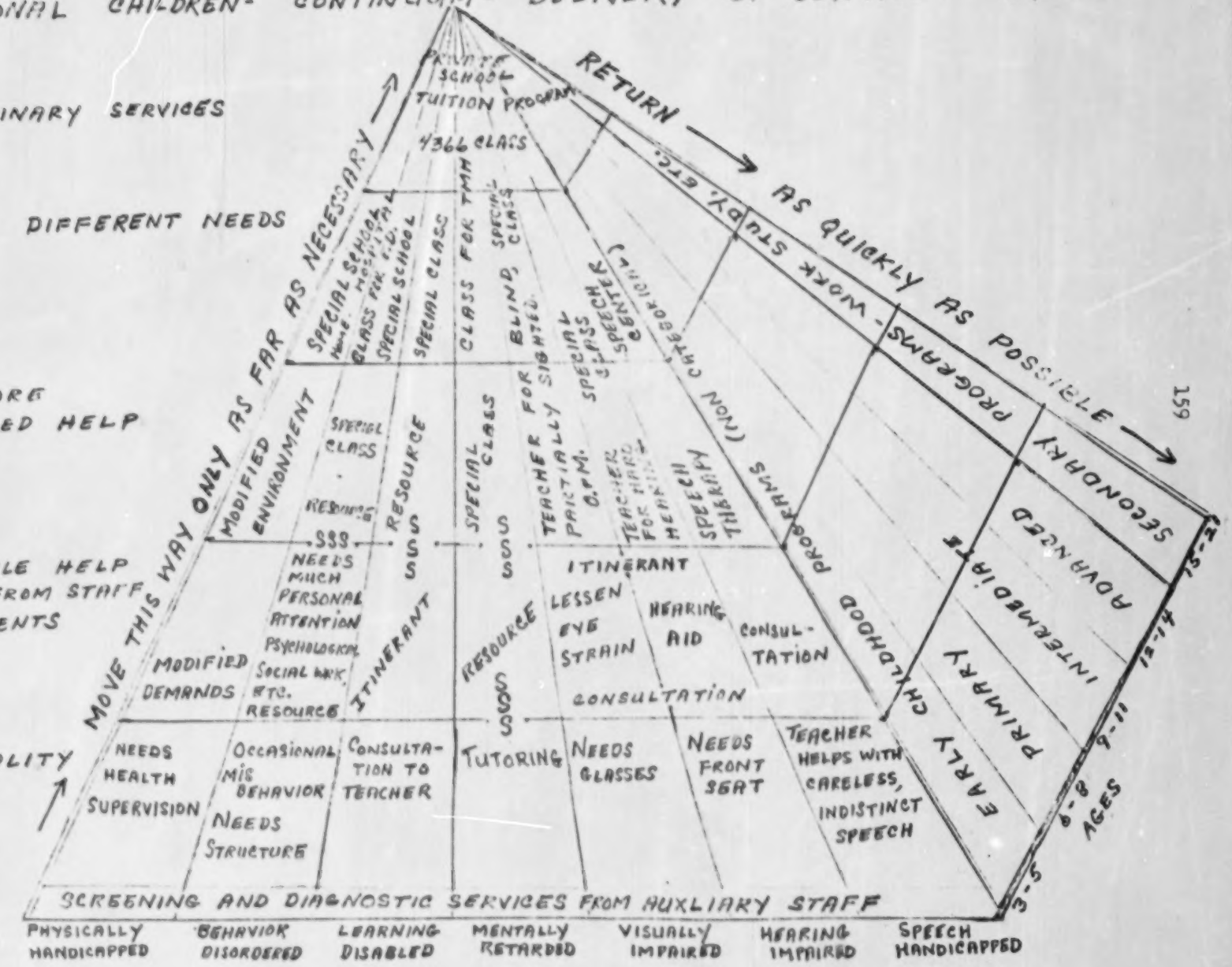
Enclosures

# APPENDIX D

## DELIVERY OF SERVICE CONTINUUM, AREA C

## PHILOSOPHY--CONTINUOUS PROGRESS PROGRAM

# EXCEPTIONAL CHILDREN- CONTINUUM* DELIVERY OF SERVICE - AREA C




*ADAPTED FROM MAYNARD C. REYNOLDS "CASCADE of SERVICES" (EXCEPTIONAL CHILD, 1962)

2/75 P. H.

# PHILOSOPHY

## For a Continuous Progress Program

The guiding philosophy of a program of Continuous Progress is based upon the concepts that--

learning is a continuous process

each person progresses at his own rate

each person masters skills and concepts according to his individual abilities

each person has a certain readiness for steps of learning according to his level of maturity and experience at any given point in his life.

That guiding philosophy says the following to us:

All learning in a formalized program of instruction should be a continually forward-moving activity--

taking the time that is needed and appropriate for the individual learner at any stage of his life and development

moving ahead at all times

eliminating any nonproductive periods created by forcing a learner into a mold which expects him to progress ahead of his current capability only to face an impasse requiring that he stop, back up, and repeat his previous steps

requiring achievements or mastery at each step of progress

avoiding any temptation to place a learner at a level where learning is impossible and, therefore, stops

keeping the learner in a position of experiencing success as he looks and moves ahead to new growth and development.

Each person grows, matures, and learns according to his own unique inner time clock and needs a school which is consistently--

recognizing that at different stages of any learner's life he may have differing speeds of maturation and learning

planning a formal program of instruction in recognition of that personal time schedule

accepting the fact that sometimes the learner may need to progress slowly, while at other times he may be ready for great spurts of learning

adapting the program of instruction as necessary so that time is available as appropriate to the learner's needs, without either pushing or hindering his progress

eliminating any artificial time barriers such as age or grade levels which make indefensible demands upon the learner to perform before his own development permits or to wait when he is ready to progress.

Every program of education must be planned around the specific capabilities and needs of the learner at any given point in his life, always--

recognizing the learning theory which holds that a person cannot master any learning until he is ready

accepting the fact that nothing is accomplished by pushing the learner into something that he cannot master

accepting the fact that it is a wasteful and frustrating effort to put a learner back into a previous phase of activity to go through an exact repeat of a learning segment because he was not ready for it the first time and, therefore, could not succeed

providing an opportunity for the learner to experience and enjoy success by adapting learning to the readiness of the learner

recognizing that any learner can have differing stages of maturation, readiness, and mastery in differing areas of learning

planning a program of instruction on that basis, which allows each learner to establish and follow a different progress chart for separate curriculum areas so that--

- there is no barrier to progress in any subject area
- problems in one subject will not impede success in another
- learning opportunities are always open

encouraging and aiding the learner to function up to his full potential at all times in his life.

Advancement through a program of Continuous Progress may be compared to the flow of a moving sidewalk or escalator--

Each one starts at the beginning.

The individual starts when he is ready.

Progress is measured one step at a time.

Movement is always forward.

There are no points at which everything stops while it backs up and repeats itself.

There is invisible and carefully tended machinery, such as the planning and organization provided by an educational staff which supports the forward-moving goal.

Some move at a faster or slower pace than others, but all reach their goal.

At some times, at some places, it might be necessary to slow down to one degree or another - but progress is resumed as soon as possible and is always forward moving.

A program of Continuous Progress is:

A complete removal of grade levels--
from school organization
from room designations
from group labels
from staff thinking

A proper placement of each pupil according to his needs without restriction created by age or year in school

Responsive to the current and changing needs of the individual learner

Adjusted to the individual rate and style of learning of each pupil

Adaptable to any learner--
fast or slow
privileged or underprivileged
Non-English speaking background or native born
strong background of experiences or weak background

Based on analysis of each pupil's level of maturity, readiness for given steps of learning, and achievements

A specifically planned and charted continuum, or steps, of sequential skills in each area of the curriculum

Careful attention to standards of achievement and attainment of mastery by each pupil in order to qualify for progress from one step to the next

Frequent evaluation of pupil progress and determination of pupil placement

An opportunity for changes in pupil placement made at any time during the school year according to need

An opportunity for each pupil to experience success - and thereby to develop high motivation

Grouping of pupils who have similar achievements and learning needs - most often according to reading levels, often mixing pupils of two or three chronological age groups.

A program of Continuous Progress is not:

Simply changing the former grade level label to some other designation (such as PI, II, or III)

Just grouping pupils according to their school year

Equating reading achievement with a school year (for example, PI equals levels A, B, C, and D; PII equals levels E and F)

Failing pupils--because no pupil is put in a group where he cannot do the work

Constantly moving a pupil along from level to level without adequate evidence of mastery at each level

Repeating a grade, a year, or a level--because each pupil takes the time that he needs for mastery and success and does not move ahead without mastery - therefore, he does not move along to a point that requires that he go back and start over

An elimination of standards of achievement

Ability grouping alone or any hard adherence to intelligence quotient labels or tracking

Allowing pupils to waste time in an effort to find their own learning rate--part of the teacher's task is to determine what the pupil can do and encourage him to function to his full potential

Limited to any educational level; although primary programs are most widely known, others can be from kindergarten through years 6, 8, or 12.

With this philosophy as a basis for all decision-making and planning done by its staff of educators, a school would then establish a program of learning for each pupil which would--

. adapt learning to the individual

. encourage and aid him to progress with success to the ultimate of his potential.

## RECOMMENDED READING

Chicago, Board of Education. Guidelines for the Primary Program of Continuous Development. Chicago: the Board, 1963. (pp. 3-8).

Goodlad, John I., and Anderson, Robert H. The Nongraded Elementary School. New York: Harcourt, Brace & World, Inc., 1959. (pp. 1-29). (revised ed. 1963).

Hillson, Maurie, and Bongo, Joseph. Continuous-Progress Education: A Practical Approach. Palo Alto, Calif.: Science Research Assoc., Inc., College Division, 1971. (pp. 3-12, 127-34, 373-74).

Lewis, James, Jr. A Contemporary Approach to Nongraded Education. West Nyack, N.Y.: Parker Publishing Co., Inc., 1969. (pp. 19-32).

Rollins, Sidney P. Developing Nongraded Schools. Itasca, Ill.: F.E. Peacock Publishers, Inc., 1968. (pp. 3-22).

Smith, Lee. A Practical Approach to the Nongraded Elementary School. West Nyack, N.Y.: Parker Publishing Co., Inc., 1968. (pp. 1-30).

# APPENDIX E

# PROCEDURAL TIMETABLE

## Procedural Timetable

Board Report Adopting Continuous Progress/Mastery Learning

| | |
|---|---|
| March, 1974 | Leadership Training Institute Workshop with selected principals |
| | Needs Assessment obtained from principals |
| April-May 1974 | Presentation of mainstreaming approaches at district meetings of principals |
| | Inservice to special education teachers and needs assessment |
| | Board examination of materials related to mainstreaming, individualized instruction, teacher training, student gains |
| | Conferences with curriculum staff relative to inservices and needs as expressed by principals |
| June-August, 1974 | Attended all workshops on individualized instruction |
| | Needs assessment from regular teachers |
| | Materials search |
| | Inservice to special education staff relative to mainstreaming |
| September-December, 1974 | Planned with curriculum staff for participation in inservice to teachers related to mainstreaming as a part of Continuous Progress/Mastery Learning and utilization of the Area C Resource Staff Development Center |
| | Selection of materials and commercial products |
| | Inservice to pupil personnel staff relative to mainstreaming |

Procedural Timetable (Continued)

| | |
|---|---|
| January, 1975 | Opened pupil personnel and special education room at Resource Center |
| | Equipped room at Resource Center with commercial and teacher made products |
| | Disseminated information regarding services |
| March-June, 1975 | Interviewed teachers |
| | Held "crackerbarrel" sessions |
| | Planned the workshops for the summer |
| | Obtained Board and State approval for Special School Skills Program |
| July-August, 1975 | Workshops |
| September-December, 1975 | Implemented mainstreaming |
| | Orientation meetings in eleven schools |
| | Individual and group inservices |
| October, 1975 | "Crackerbarrel" sessions |
| | Follow-up survey |
| November-December, 1975 | Observational visits and ratings |
| December, 1975 | Collected all other evaluation data. |

# APPENDIX F

## CHARACTERISTICS OF TEACHERS IN PRACTICUM

CHARACTERISTICS OF TEACHERS IN THE PRACTICUM

I. Special Education Teachers (all female)

| Teacher | Age Range | Status | Grade (June 75) | Years Teaching | Education Degree | Hrs. |
|---|---|---|---|---|---|---|
| A | 50-60 | Assigned | Excellent | 30 | ME | 36 Hrs. |
| B | 40-50 | Assigned | Excellent | 10 | ME | 15 Hrs. |
| C | 20-30 | Temporary | Excellent | 5 | MA | 6 Hrs. |
| D | 50-60 | Assigned | Superior | 27 | ME | 36 Hrs. |
| E | 40-50 | Assigned | Satisfactory | 24 | ME | 24 Hrs. |
| F | 30-40 | Assigned | Excellent | 9 | MA | 4 Hrs. |
| G | 30-40 | Assigned | Excellent | 12 | ME | 18 Hrs. |
| H | 40-50 | Assigned | Superior | 25 | MA | 36 Hrs. |
| I | 40-50 | Assigned | Excellent | 18 | ME | 20 Hrs. |

II. Regular Classroom Teachers (all female)

| Teacher | Age Range | Status | Grade (June 75) | Years Teaching | Education Degree | Hrs. |
|---|---|---|---|---|---|---|
| A1 | 40-50 | Temporary | Excellent | 13 | BE | 3 Hrs. |
| A2 | 40-60 | Assigned | Superior | 16 | ME | 20 Hrs. |
| B | 20-30 | Assigned | Excellent | 3 | MS | 6 Hrs. |
| C1 | 20-30 | Assigned | Excellent | 5 | BS | 10 Hrs. |
| D1 | 30-40 | Assigned | Superior | 11 | ME | 36 Hrs. |
| D2 | 40-50 | Assigned | Superior | 28 | MS | 36 Hrs. |
| E | 20-30 | Temporary | Excellent | 2 | ME | 11 Hrs. |

II. Regular Classroom Teachers (all female)--Continued

| Teacher | Age Range | Status | Grade (June 75) | Years Teaching | Education Degree | Hrs. |
|---|---|---|---|---|---|---|
| F | 20-30 | Assigned | Excellent | 4 | BS | 7 Hrs. |
| G1 | 20-30 | Temporary | Excellent | 3 | BS | 4 Hrs. |
| G2 | 40-50 | Assigned | Superior | 14 | ME | 14 Hrs. |
| H1 | 30-40 | Assigned | Superior | 7 | BA | 16 Hrs. |
| H2 | 40-50 | Assigned | Superior | 26 | ME | 30 Hrs. |
| I | 30-40 | Temporary | Superior | 11 | MS | 32 Hrs. |

# APPENDIX G

# SPECIAL SCHOOL SKILLS PROGRAM GUIDELINES

BOARD OF EDUCATION
City of Chicago
OFFICE OF AREA C
5025 North Laramie Avenue
Chicago, Illinois 60630
Telephone 282-9272

JAMES F. REDMOND
General Superintendent of Schools

MANFORD BYRD, JR.
Deputy Superintendent of Schools

ANGELINE P. CARUSO
Area Associate Superintendent

PETRA HARRIS, Director
Pupil Personnel —
Special Education

September 4, 1975

Dear Principal:

Attached are the guidelines for the Special School Skills Program (tentative). These are to be used until official guides are received from Central Office.

For those teachers who participated in the workshop for Special School Skills this summer, personalized inservice visits are planned as soon as the strike is over. The following topics will be covered in four to six inservice visits by the consultant serving your school:

1. Re-orientation to the Program and planning for the faculty inservice, referral, assessment and case planning.

2. Diagnostics and the multidisciplinary staffing.

3. Diagnostics and remediation.

4. Writing prescriptions and selecting materials.

5. Planning the educational program and general coordination.

An inservice meeting for all of the Special School Skills teachers will be held in October.

Please contact me immediately if you have any questions or problems. I will call your office for an appointment within the next two weeks to discuss the guidelines and the facets of this program. Thank you for your cooperation.

Very truly yours,

Petra Harris
Director

PH/mi

cc District Superintendents
Consultants

GUIDELINE OUTLINE FOR SPECIAL SCHOOL SKILLS

1. Program Design
2. Case Selection and Placement
3. Class Size
4. Physical Space
5. Teacher Qualifications
6. Teacher Responsibilities
7. Reporting to Parents
8. Dismissal

# SPECIAL SCHOOL SKILLS (SSS) GUIDELINES
(TENTATIVE)

Special School Skills (SSS) is a tutorial program for pupils eligible for special education services. It was adopted by Board Report 75-299. All decisions made relative to this program must come within the State of Illinois Rules and Regulations.

Specifically, this program should serve:

1. Students placed out of EMH as a result of annual staffing or reevaluation as a transitional program.

2. Students who, except for low IQ scores, would be considered eligible for LD service.

3. Students considered eligible for EMH who were never placed, but who at this point are staffed as needing this service.

4. ED or SA students who can remain in the regular classrooms.

## Criteria for Case Selection and Placement

1. Students having an IQ score between 70 and 85 with evidence that cultural differences, bilingualism, deprived environmental conditions, specific learning disabilities, minimal sensory and/or neurological handicaps and mild social difficulties are one or more of the concommitants interferring with the learning process. Pupils' handicapping conditions are to be mild and not of such intensity that their needs can be better served in other special education categorical programs for which they are eligible, i.e., SA and ERA classes, a learning disabilities program, a program for the hard of hearing or partially seeing, or a self-contained EMH program.

2. Pupils are to be enrolled in their regular classes and receive special services in their local home school districts (not being removed from their local community and transported to another school unless necessary for appropriate services). Students must be able to be enrolled in the regular classrooms most of the day. Such enrollments in the regular classrooms must be of benefit to the students.

3. Students must be able to receive instruction in a small group or on an individual basis.

4. Students should be considered eligible for service as a result of a multi-disciplinary staffing with appropriate workup. The Consultant for MR should concur with the staffing

recommendation for SSS placement. The staffing should determine the broad objectives. The date of the child study is not significant. Children within the IQ range who are being phased out of EMH and who can benefit from SSS placement should be staffed for this program. Those children who are not presently in EMH classes must be staffed with the psychologist to decide if a new child study is needed.

5. The parent must be notified about staffing recommendations and should approve this service.

6. Students in SSS must receive needed instruction primarily in basic skills of reading and/or math.

7. The major goal of the Special School Skills program is the provision of intensive basic skill services for that period of time required to enable eligible pupils with mild handicapping conditions to succeed in their regular classrooms without special education support. Students should receive daily service depending on prescription.

8. Students must be provided with other services, such as speech training, as indicated in staffing.

9. Students should receive service only for that period of time necessary to enable him to succeed in regular class WITHOUT special education support.

Class Size

Teacher caseload is 20-24 eligible pupils. The caseload should not exceed 24, including consultation cases. The schedule for instruction should be generally in small groups. A minimum of eighteen students is necessary to begin and maintain an SSS program.

Physical Space

A full classroom is desirable with movable furniture and learning centers. Storage space is essential. A small classroom is permissible. The SSS program cannot be conducted if space is not available.

Teacher Qualifications

This is a reimbursable program and it is therefore essential that teachers qualify for State reimbursement. Teachers should preferably be eligible for Type 10 Certificates in EMH and LD, or SA; although other areas of special education are acceptable.

Teacher Responsibilities

In addition to providing tutorial service, the SSS teacher is responsible for:

1. Follow-up and consultation with the regular teachers on an ongoing basis. These are important aspects of this program. Therefore, the SSS teacher's schedule must provide for such. Sample schedules are available from your consultant.

2. Evaluation is an ongoing process. The SSS teacher is expected to continuously assess teaching methods and materials and learning according to the student's unique needs and objectives. Diagnostic testing by the teacher is to be utilized as needed--methods and materials revised accordingly.

3. Keeping up-to-date records of:

   a. Class membership list and daily attendance.

   b. Each student in individual folders with prescriptions, daily log, and daily attendance.

   c. Student progress for each marking period.

Reporting to Parents

Reporting to parents should be a joint endeavor. Should it appear that both teachers (regular and SSS) are teaching the same subject, it is necessary for the principal to decide which teacher actually gives the grade--hopefully the decisions will be joint ones. The SSS teacher is expected to involve parents in goal setting and student progress as much as possible at both the elementary and secondary levels.

Elementary Level--The principal decides which teacher is to award the final grade; however, the SSS teacher should have input. The regular class teacher is responsible for Continuous Progress Mastery Skill cards unless the principal decides otherwise.

Secondary Level--The principal makes the determination of which teacher is responsible for the actual grade due to the credit involved. The SSS teacher, however, should have input. It is incumbent upon the SSS teacher to ascertain from the principal how the credit should be handled and to assure that the student achieves goals in order to receive credit. The student should not be deprived of a credit. Secondary pupils whose achievement is below the school's basic English or Math class may be eligible for special education credit (SEI).

Dismissal

1. Annual staffings are required to determine progress. Pupils failing to achieve objectives with time indicated should be referred for further diagnosis and prescription change.

2. A staffing is needed to determine eligibility for dismissal. Again, the consultant should be one of the persons invited to the staffing. The parent should be involved. Pupils are dismissed from special education when it is determined that they can succeed in the regular class (generally one to three years). This does not mean that they cannot re-apply for assistance or that the SSS teacher will not provide some consulting service from time to time if needed.

Prepared by:

Petra Harris
9-3-75

Record pertinent data only.



STAFFING REPORT
(Referral Form)

IDENTIFYING INFORMATION

| Student's Name | Birthdate | C.A. | Referral Date |
|---|---|---|---|
| | | | |

| District | School | Room | Grade/Level | Current service or placement |
|---|---|---|---|---|
| | | | | |

REASON FOR REFERRAL

DESCRIPTION OF ACADEMIC AND SOCIAL BEHAVIOR (Strengths & Weaknesses)

MEDICAL AND HEALTH DATA

PSYCHOLOGICAL (OBSERVATIONS AND/OR ASSESSMENTS)
DATE OF CHILD STUDY

LATEST ACHIEVEMENTS

| Date | Name of Test | Grade Equivalents |
|---|---|---|
| | | Reading |
| | | _____ Voc. |
| | | _____ Compreh. |
| | | _____ Oral Rdg. |
| | | Math |
| | | _____ Comput. |
| | | _____ Prob. Solv. |
| | | Spelling |
| | | _____ Oral |
| | | _____ Written |

METHODS AND TECHNIQUES TRIED

---

Signature of person making referral

_____

Student's Name_____ Staffing Date_____

STAFFING REPORT
(Staffing Conference Form)



STAFFING CONCLUSIONS

1. Consider for special education? YES_____NO_____

   a. If yes, then check appropriate program(s):

   _____ TMH _____ MLD _____ ERA _____ SSS

   _____ EMH _____ SLD _____ SA _____ Other:_____

2. Educational objectives:

3. How shall objectives be met:

SPECIFIC STAFFING RECOMMENDATIONS

STAFFING PARTICIPANTS AND TITLES

_____ _____Parent/Guardian

_____ _____Sp. Ed. Teacher

_____ _____Consultant

_____ _____Psychologist

_____ _____Principal

Parent notification sent_____by_____.
Date

# APPENDIX H

# NEWS ARTICLES

Mrs. Margaret Cardenas and her son, Rene, who was mistakenly placed in a class for mentally retarded children. (Daily News Photo/Don Bierman)

# Latins charge pupils put in wrong classes

By Thomas E. Sellers

Margaret Cardenas thought the Chicago public school system was doing her 8-year-old son, Rene, a favor.

Rene's third grade teacher said he was woefully behind in reading, Mrs. Cardenas recalled. And Rene was becoming something of a behavior problem because he couldn't sit still in class, his mother was told.

The teacher suggested it would be best for Rene to stay in third grade another year. He would be placed in a special room for "emphasis on reading and spelling, Mrs. Cardenas said she was told.

**TWO YEARS** elapsed before Mrs. Cardenas was told what really was going on. She found that her son actually was attending a class for retarded children at Jungman Elementary School, 1746 S. Miller.

"It was really hard on him," Mrs. Cardenas said. "Their class was in a mobile unit next to the school, completely isolated from other students.

"Even teachers inside the main building told students to stay away from the children in the mobile unit because they were 'dummies'," she said.

**THE PLIGHT** of Rene was unearthed by a young college student who spent part of his time working in the class.

Dan Marquez, now a co-ordinator in the governor's Consumer Advocate office, was only in the room for a brief period before he noticed "there were some children who didn't belong there.

"Their visual and audio perception was good. They actually were no different than children in regular classrooms," Marquez said.

The education being offered was inadequate, even for the mentally handicapped children, Marquez said.

"There was a party every Friday that usually took up the entire afternoon. Children at other times played records a lot, and there were lots of recesses," he said.

**ON WEDNESDAY,** Mrs. Cardenas and an organization of about 40 other Latin American parents filed a complaint with the U.S. Department of Health, Education and Welfare in Chicago.

The complaint charged that children were placed in classes for mentally handicapped children when the children weren't retarded.

The improperly placed students, when reassigned, don't receive special training to compensate for time lost in classes for the handicapped, according to the complaint.

The complaint said students were misplaced at Jungman and five other schools, Cooper, Jirka, Whittier, Walsh and Talcott.

Rene Cardenas returned to regular classes last year after a private psychologist tested him and said he shouldn't have been placed in handicapped classes, according to his mother.

**THREE OTHER** students in the class also were retested and reassigned to regular classes, according to attorney Wallace C. Winter of the Legal Assistance Foundation

Mrs. Cardenas says her son still needs help in reading and mathematics, "but he's doing fine (in the seventh grade now)."

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CHICAGO DAILY NEWS 1-4-75

8 Wednesday, June 4, 1975 DAILY NEWS

# Help for special children

Illinois made a solemn commitment six years ago to children who were clearly in need of special help beyond what the state's school system then provided. These were children with physical, mental or emotional handicaps.

The state law that requires public school systems to provide special education for such children between the ages of 3 and 21 is one of the best and most comprehensive to be found anywhere — at least on paper. The trouble is that in too many cases it isn't working. Although the law is clear and the state puts up a large share of the money to implement it, application of the law is spotty and in some areas chaotic.

In their recent series of articles, Daily News reporters Lois Wille and Tom Sellers uncovered particular failings in the Chicago schools. Children with learning disabilities were "lost" in regular classes. Teachers with the qualifications to teach the handicapped were shunted into other jobs while special education positions went unfilled. The quality of special education varied widely from one district to another within the city system, with no firm central control.

The quality of special education varies in suburban and Downstate areas as well, with some districts responding splendidly to the state mandate and others f lling down on the job. Plainly, there is still much to be done to carry out the good intentions embodied in the law.

A principal need in Chicago is to shore up the administrative structure in charge of special education, which is both weak and flabby. This is one area where decentralization of the school system is failing. A central headquarters for identifying the children with special needs and providing a uniform standard for helping them wherever they are found should be a priority item for the consideration of the School Board.

There should be no excuse for the lost records, the long delays in paperwork, the tangles of red tape in transfers, or the many other bureaucratic fumbles the Daily News team found in its investigation of the system. For every child whose needs are being properly met — and there are many — there may be at least one other child lost and forgotten in the maze of red tape.

The task of educating "normal" children is difficult enough in such a big city as Chicago, to be sure. But helping the handicapped child to gain an education and eventually become self-supporting is a goal that also must be pursued, for the good of the city as well as to live up to the commitment written into state law.

The evidence is clear that if a child with mental, emotional or physical disabilities is helped early enough, it may mean one less adult on public aid, or in a mental hospital, or behind bars in future years. That thought in itself ought to be enough to spur the Board of Education to do a better job in special education, and do it without delay.

# APPENDIX I

## LETTERS REGARDING PROGRAM

BOARD OF EDUCATION
City of Chicago
BENJAMIN FRANKLIN ELEMENTARY SCHOOL
225 WEST EVERGREEN AVENUE
Chicago, Illinois 60610

HULON JOHNSON
Principal

DOROTHY FLYNN
Assistant Principal

April 28, 1976

Miss Petra Harris, Director
Pupil Personnel Services
228 N. LaSalle St.
Chicago, Illinois
60601

Dear Miss Harris:

The purpose of this letter is to determine if it would be possible for you and Mrs. Doris Williams to continue in-servicing Franklin School Special Education Teachers in the area of mainstreaming during the 1976-77 school year?

I am very appreciative of the assistance you have given. The teachers have not only benefited but have enjoyed the sessions.

The special education and regular pupils are now learning in greater harmony, regular teachers are much more aware of the needs and how to meet the needs of special education pupils in regular class.

Thank you and may I hear from you soon.

Yours truly,

Hulon Johnson,
Principal

BOARD OF EDUCATION
City of Chicago
LOUIS ARMSTRONG ELEMENTARY SCHOOL
5345 WEST CONGRESS PARKWAY
Chicago, Illinois 60644

CHARLES A. LUTZOW
Principal
MARGARET O'KEEFE
Assistant Principal
RUTH COBBINS
Head Teacher

BRANCH
5221 West Congress Parkway
Chicago, Illinois 60644
SPECIAL EDUCATION
5400 West Harrison Street
Chicago, Illinois 60644

March 30, 1976

Ms. Petra Harris
Dept. of Pupil Personnel Services
and Special Education
Room 910
228 North LaSalle Street
Chicago, Illinois 60601

Dear Ms. Harris:

You will be happy to know that the results of your summer workshop are positive. Two of my teachers participated in the Special School Skills program. They have served as resource people to our regular class teachers and have also worked to make our new mainstreaming program effective and successful. They participated in in-service programs that assisted the regular teacher in knowing more about the characteristics of the mentally handicapped child, individualized instructions and alternative programs. They were particularily helpful in assisting in formulating guidelines for placement and retention for future mainstreaming programs.

As a result of the teachers' involvement, the children seemed to easily adjust to integrating into regular classes. Attendance is high and the parents are particularily enthused about this program. Every parent wants us to continue with the mainstreaming program.

It is successful because your workshop helped us to better plan and prepare for the mainstreaming, to anticipate problems before they occured, and through the support and in-service of Mrs. Doris Williams, EMH Consultant. Her assistance was invaluable.

Thanks again for your interest and effort in this area.

Sincerely,

Charles A. Lutzow
Principal

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CAL/ap